Jazz Studies Handbook

This version is applicable to all Jazz Studies majors plus all Jazz Orchestra and Small Jazz Ensemble members, & all Applied Jazz Lesson students

downloadable at
<https://arts.vcu.edu/academics/departments/music/for-current-students/forms-and-resources/>

Virginia Commonwealth University
Department of Music

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If you find active links within this document that are broken (or any other errors), please e-mail <ajgarcia@vcu.edu> with details so that he can attempt to remedy the problem. Thank you for your assistance!
# Table of Contents

SPECIAL SECTION: COVID-19, EQUALITY, AND MORE 4

From the Director of Jazz Studies 7
  VCU Jazz Studies Mission Statement/Introduction 9
  VCU Jazz Faculty 11
  Room Assignments 11
  The Importance of Singing/Transcriptions/Swing 12

Curriculum Requirements (B.M. Jazz, B.A.) 15
  Advising & Registration 18
  Jazz Ensemble Auditions 20
  Attendance 24

Parking/Busses 26

VCU FERPA/Honor System/SOTA Conduct Policy/Emergency Policy 27
  Model Release Form (information) 28
  Classroom Texts/Music in Folders 28
  Small Jazz Ensembles 28
  Rehearsal Equipment/Practice-Room Access/MC 1003 Piano Maintenance 29
  Inclusion & Diversity, Sexual Harassment 33

Concerts 34
  Concert Attire 34
  Concert Equipment 34
  Concert Set-Up/Sound Checks/PR 35
  Concert Programs & Timings 36
  Touring, Recording, & Per Diem 36
  Guest Artists 36

Jazz Juries/Achievement Levels/Core Courses/Lessons 38
  Recital Deadlines, Personnel, Attire, Faculty Feedback, & More 41
  Graduation Application 47

Resources 47
  Online Jazz Music Library, The HistoryMakers Digital Archive, Office Checkout, Metronomes, and More 47
  Tech Tips: Great Apps, Links, Accessories, Zoom Tips, and Recording Tools 50
  VCU Jazz CDs 54
  The Singleton Gift 55
  VCU Jazz Students Fund/Student Grants 56
  In-State Tuition, Additional Grants, Scholarships, Financial Aid, Gigs, Internships, and Study Abroad 56
  Kappa Kappa Psi 67
  Orbital Music Park 68
  VCU Counseling, Wellness, Ram Pantry, Free Store, and Report It 68

Annual VCU Events 69

External Event Deadlines 70
<table>
<thead>
<tr>
<th>Document</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The VCU Jazz Calendar, 2021-2022 <em>(subject to change)</em></td>
<td>77</td>
</tr>
<tr>
<td>VCU Model Release Form <em>(requested of all ensemble members, regarding images)</em></td>
<td>86</td>
</tr>
<tr>
<td>VCU Jazz Health Form <em>(when requested, for use regarding tours)</em></td>
<td>87</td>
</tr>
<tr>
<td>Student FERPA Consent to Release Contact Information</td>
<td>88</td>
</tr>
<tr>
<td>Student FERPA Revocation of Consent</td>
<td>89</td>
</tr>
</tbody>
</table>
Welcome! As always, I’m honored and thrilled to have you with us—but even more so, given the challenges of life these days. So much has changed, and yet so many of our goals remain the same. Your faculty members will endeavor to share with you the best experience possible in this unusual year. We appreciate and welcome you regardless of your immigration status, country of origin and/or citizenship, race, ethnicity, religious affiliation, gender/sex, gender identity, sexual orientation, age, or dis/ability. We invite you to advise us as to your preferred pronouns.

Jazz in particular is a language that has a history of expressing strife and hope, problems and solutions, failures and triumphs, often in the context of social justice for the disenfranchised and less-heard. Let us enrich ourselves by continuing that tradition.

If you find that you have any trouble keeping up with assignments or other aspects of this or any other course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution. We will all be challenged, but we want you to succeed!

HEALTH SAFETY: As we return, things will look and feel different as we take necessary steps to protect the well-being of our community. Policies and protocols are changing weekly, if not daily; so this printing represents policies current at this writing. Stay tuned for updates!

Here is what is expected of you:

1. **Monitor your health** daily. Testing will occur according to protocols.
2. **Wear a face covering or mask** in common areas, including class.
3. Horn-players must use **approved bell-coverings** when performing in class, plus bring their own towel or equivalent to collect deposits from their water key. Returning students should bring covers from last Spring; new auditionees will be loaned a cover at the audition and, if placed in an ensemble, provided one.
4. Physical distancing is **not** in place at this time. Our VCU community is vaccinated; and studies on musicians as recently as this past Summer indicated that distancing was not a useful factor when instruments were masked and bells covered.
5. **Clean and disinfect** personal and shared spaces before and after use. Even if cleaning supplies are no longer supplied by VCU, it’s now good hygiene in the COVID-recovery era.
6. **Wash your mask (and bell-cover and water-key towel)** regularly in warm or hot water (according to the item’s instructions).
7. **Report symptoms** associated with COVID-19 to VCU Student Health Services. VCU’s call center hotline is (804) MYCOVID.

Here is what I anticipate current policy to be (subject to change):

- All ensembles will meet in person in typical rehearsal locales.
- No social distancing will be in place.
- Masks and bell covers will be required of all students, effective at ensemble auditions. Returning students should bring covers from last Spring; new auditionees will be loaned a cover at the audition and, if placed in an ensemble, provided one.
- Rehearsals will be for the full times scheduled.
• We plan to present public concerts, same as pre-COVID. We may also offer livestreams, perhaps for paid admission.
• Music majors requiring an ensemble for progress towards graduation who for medical reasons may not rehearse on campus must e-mail such documentation as soon as possible to Sara Jones (advisor), Terry Austin (Chair), and their potential ensemble director(s) for consideration, as no remote “Zoom ensembles” currently exist.

Staff in the Dean of Students office will be notified after incidents of non-compliance. Refusal to comply with rules can include progressive disciplinary action up to and including suspension, based on the VCU Student Code of Conduct. If you have a medical condition waiving your wearing a mask, promptly advise your instructor. Documentation will be helpful. Not knowing otherwise, a faculty member will approach a student not wearing a mask and attempt to privately and discreetly ask that student to wear a mask during class. If without a mask, a student can go to the building coordinator to request a one. The instructor will ask the student to leave class and return after wearing a proper mask. If a student does not then comply and wear a proper face covering, the faculty member will (a) inform the student they cannot return to this class until they wear the proper face covering; (b) remind students of any course related materials available online, (c) dismiss the class for the day, and (d) advise the Dean of Students office regarding the possible student Code of Conduct violation by the non-compliant student using the VCU Incident Report Form found at <https://cm.maxient.com/reportingform.php?VirginiaCommonwealthUniv&layout_id=0>. Any student referred to the Dean of Students office may not return to class until they meet with a representative from the Dean of Student office.

If an on-campus student identifies symptoms, has tested positive for COVID-19, or has come into contact with someone diagnosed with COVID-19, that student should contact University Student Health Services (https://health.students.vcu.edu>).

NONDISCRIMINATION: VCU is committed to providing a safe, equitable and inclusive environment for all its employees, patients, and students. Discrimination or discriminatory harassment is not only unlawful, it is harmful to the well-being of our university community. Our university’s core values, specifically those related to diversity and inclusion, have withstood many difficult situations and trying times, and they will not falter now.

Reports of discrimination, bullying, harassment and/or stereotyping of persons of color or those impacted by COVID-19 or otherwise, will not be tolerated. Be assured that VCU will make every effort to address and prevent the occurrence of unlawful discrimination and, if necessary, take prompt and appropriate action to remedy and prevent its reoccurrence. Every member of our community is asked to:

• Become familiar with the university’s policies on Preventing and Responding to Discrimination and Duty to Report and Protection from Retaliation in the VCU Policy Library.
• Consult with Equity and Access Services or VCU Human Resources for additional guidance on how to file a report of discrimination.
• Contact the Office of Institutional Equity, Effectiveness and Success (IES) on how to address and maintain a culture of inclusion.
• Encourage individuals who may need an ADA accommodation for a known or newly acquired disability, to contact the ADA/504 Coordinator in ADA Services.
• Bookmark and share information on university or community agencies that offer support or services, such as VCU’s Counseling Services or Ombudsperson.
• Explore training and educational opportunities on diversity and inclusion at IExcel Education and through the Office of Institutional Equity, Effectiveness, and Success.
• Offer nonjudgmental support and empathy to those affected by current events and this health crisis.

Throughout this semester and year we will have to learn new structures, limitations, and opportunities and adapt accordingly. Fortunately, we’re all improvisers; so let’s make the most of it.

We look forward to a great year!
Antonio García, Director of Jazz Studies

On the following pages begin the more traditional entries of the annual Handbook, along with occasional special notes.
FROM THE DIRECTOR OF JAZZ STUDIES

WELCOME...
...to VCU Jazz Studies. If you are a Jazz Studies major, Jazz Orchestra or Small Jazz Ensemble member, or Jazz Applied Lesson student, you are required to read the applicable portions of this Handbook so that you will make the very most of your many opportunities here. Please keep a downloaded copy of this PDF on your computer’s desktop for easy reference.

If You Have Concerns...
...about some aspect of the Jazz Studies Program—courses, ensembles, equipment, faculty, guest artists, schedules, rooms, etc.—please bring them to me as promptly as possible. I can only attempt to fix problems after I know about them. This can include the subject of being caught between the policies or demands of several instructors: I can assist as an intermediary or in confidence as needed.

I look busy—and am busy—because I’m always working on something for VCU or my own projects. But as the saying goes, “If you want something done, ask a busy person.” Do not hesitate to ask me your questions or bring me your concerns: if you find me in the hallway, let me know what’s up. I offer several office hours each week: come by to check out materials or just to say things are going OK. If you need an appointment, your best bet is to e-mail me a list of your available times for several days; and I will then confirm an appointment time with you. I may also post standing available virtual hours that you can sign into without advance notice. I typically see over 100 persons a semester in my office via appointments. I am not inaccessible because I am busy: I am busy because I am accessible. Your success is important to me!

Notices

The Jazz Board is located outside of James Black Music Center 2014 (1015 Grove Avenue). If you are a Jazz major and/or a Jazz Orchestra or Small Jazz Ensemble member, you are required to check that board at least once per week during the semester if you’re on campus.

E-mails from your instructors are homework, often substituting for pages of photocopies and therefore as long or short as needed. Treat e-mails as the assignments they are: they will supersede Jazz Board postings, since our community is not on campus as often as we used to be. If you are a Jazz major and/or a Jazz Orchestra or Small Jazz Ensemble member, you are required to check your e-mail address frequently. If your e-mail address changes, update me. During the year I will typically:

- extend to students gig-offers totaling thousands of dollars per year—via e-mail;
- provide offers of free admission to non-VCU concerts and workshops;
- offer invitations to spend “hang” time with guest artists;
- pass on information I’ve received via e-mail from other sources;
- ask for your input on various Jazz Studies matters; and
- send out the VCU Jazz E-Newsletter on a regular basis, including concert and clinic information, student and faculty activities, updates on former VCU Jazz students, e-flyers for you to forward regarding your concerts, the occasional jazz photo, and much more.

Disclosure of Student Contact Information

State law restricts public access to student contact information. So if you want gigs from the faculty—or simply to be listed in contact rosters distributed by various faculty to other students for the convenience of contacting you, be sure to file your “Student FERPA Consent to Release Contact Information” form with the Music Office. You can also turn it in at your Fall jazz ensemble audition. You’ll find a copy of it near the end of this Handbook, as you’ll also find the “Model Release Form” that facilitates our use of your image for VCU Jazz PR.

A Positive, Constructive Attitude...
...is vital to our Jazz Studies and Music Department community. I welcome a healthy spirit of debate and competition among musicians as they grow and learn. However, individuals who foster negativism or divisiveness are usually recognized as the sources of unprofessionalism they are. Very few individuals with so negative a nature have successful freelance careers in music: it’s easier to employ musicians who have positive attitudes. A positive attitude doesn’t mean things will always be warm and fuzzy; it means being supportive to others and being constructive. So make your positive contribution to the life—musical and otherwise—around you.

Your success is very important to all the VCU Jazz faculty. We look forward to working with you!

**Antonio García**, Director of Jazz Studies
Office: SPAC B28, (804) 827-0699, <aigarcia@vcu.edu>, <https://www.garciamusic.com/>
VCU JAZZ STUDIES MISSION STATEMENT
The VCU Jazz Studies Program offers a professional course of study that teaches the skills required to:

- excel in the creation and performance of written and unwritten music (pre-planned and improvised), especially that described by the term “jazz”;
- consider one’s own educational experiences as a springboard for future teaching and audience development; and
- interact in the world of media, technology, and business so as to bring one’s creative works effectively into the public’s awareness and thus sustain a successful career.

VCU Jazz recognizes that its own mission includes a responsibility to provide and promote a high standard of jazz performance within the Richmond region and beyond, including not only its home concerts and area performances but also its more-distant outreach efforts via recording, touring, and the Internet.

The Program believes that the body of work of past jazz masters not only stands on its own but also provides a firm basis for the development of the future of music—jazz and beyond. However, it does not consider the learning of past genres of jazz to be an end in itself, nor does it seek to graduate clones whose entire future is to recreate music of the past.

Jazz has long been and will long remain a basis for myriad musics derived from jazz roots; crossing all cultures, genders, and nations; absorbing from and spilling over into classical, rock, popular, and more. Our goal is to prepare our students for that future. The combination of a dedicated and creative faculty, inspiring guest artists, quality large and small ensembles, informative courses, and numerous performing opportunities in and outside of the school makes this goal readily achievable.

To learn more about some of the ways that VCU Jazz has fulfilled VCU’s mission of social justice, visit <https://garciamusic.com/educator/vcu.jazz/vcujazz.socialjustice/vcujazz.socialjustice.html>.

INTRODUCTION
Jazz at VCU began with its predecessor, the Richmond Professional Institute, in the early 1960s. Students played in “stage bands” and created jazz festivals that brought big-name artists to Richmond to adjudicate and to perform. Clarinetist Buddy DeFranco in 1963 and Doc Severinsen in 1964 were artists at the RPI Stage Band Festival, co-sponsored by Prof. Donald Tennant (RPI Music Education Professor) and James Armentrout of (Jacobs Music Store).

Established in 1980 by Prof. Doug Richards, the VCU Jazz Studies program provides its students outstanding opportunities to pursue jazz performance and writing, as evidenced in part by such successful former students as Steve Wilson (sax, Chick Corea’s Origin); James Genus (bass, Saturday Night Live Band; recordings with Dave Douglas, Michael Brecker, Mike Stern and John Abercrombie); Victor Goines (sax/clarinet, Lincoln Center Jazz Orchestra); Clarence Penn (drums, Maria Schneider Orchestra); Alvester Garnett (drums, recordings with Abbey Lincoln, Cyrus Chestnut, James Carter); Mark Shim (sax, Blue Note recording artist, member of Terence Blanchard sextet); Al Waters (sax, featured with Ray Charles); Alvin Walker (trombone, Count Basie Orchestra), Daniel Clarke (pianist, Mandy Moore, k.d. lang); and Emre Kartari (drums, founder of the Jazz Department, Yasar University, Izmir, Turkey).
The Bachelor of Music in Jazz Studies degree annually affords some 60 students avenues for pursuing jazz and classical studies, including with a dozen jazz faculty covering all the traditional jazz instruments; and VCU’s urban campus offers opportunities for students to gain performance experience not only via the VCU Jazz Orchestras and Small Jazz Ensembles but also by playing in area club settings.

VCU students have benefited from many guest artists including vocalist René Marie and Ann Hampton Callaway; violinists Mat Maneri and Zach Brock; saxophonists Steve Lacy, Branford Marsalis, Seamus Blake, Claire Daly, Bob Mintzer, and alumni Victor Goines and Steve Wilson; trumpeters Clark Terry, Woody Shaw, Dave Douglas, Ingrid Jensen, Bria Skonberg, Wynton Marsalis, and Brian Lynch; trombonists Art Baron, Michael Davis, Wycliffe Gordon, Bob McChesney, Jim Pugh, and Ray Anderson; guitarists John Abercrombie, Gene Bertoncini, and Jimmy Bruno; pianists Marc Copland, Patrice Rushen, Barry Harris, and Billy Taylor; bassists Dave Holland, Chris Lightcap, and alumnus James Genus; drummers John Riley, Louie Bellson, Max Roach, Billy Kilson, John Hollenbeck, and Alumnus Alvester Garnett; composers Gunther Schuller and Quincy Jones; and The Woody Herman and Count Basie Orchestras.

During the 2020-21 academic year we brought our students and our community the talents of trumpeters Tanya Darby (sponsored by VCUarts) and Sean Jones; guitarist Kurt Rosenwinkel; alumni Marcus Tenney, trumpet, Reginald Chapman and Reggie Pace, trombone, and Clarence Penn, drums; composer Maria Schneider; artist promoter Whitney Asher; former Prof. Doug Richards; plus guest-presentations by adjunct faculty and nearly 40 videorecorded guests ranging from local alumni through trombonist Wycliffe Gordon (and also a wide range of additional speakers via the Music Industry class).

During the 2019-20 academic year we hosted the 3D Jazz Trio (Jackie Warren, piano; Amy Shook, bass; and Sherrie Maricle, drums); Spin Cycle (Tom Christensen, sax; Pete McCann, guitar; Phil Palombi (bass); and Scott Neumann (drums); and Paul Ferguson and Al Hermann (trombone); co-sponsored percussionists Efrain Martinez and Ama Rios with vocalist Chamir Bonano Gonzalez; plus guest-performances by adjunct faculty. We unfortunately had to postpone guitarist Kurt Rosenwinkel due to COVID-19. Most of these expenses would not have been possible without the support of the Jazz Students Fund—nor various equipment, musical arrangements, and other needs. And last November’s jazz concert saw $26,000 in scholarship and financial support go to our students!


In May 2002 Virginia Commonwealth University announced a $2,000,000 commitment from Mr. W.E. Singleton to benefit the VCU Jazz Studies Program. His gift was the largest ever made in the United States specifically to support university-level jazz education and has already begun to make a significant, positive difference. In March 2005 he announced an additional $1,000,000 commitment in memory of his long-time friend, jazz pianist James W. Black, for whom the VCU Music Center building on Grove Avenue was renamed as The James W. Black Music Center. Many of the Jazz activities and faculty moved into the renovated Music Center in the Fall of 2008.
Our ongoing relationship with In Your Ear Studio, a multi-million-dollar studio co-founded by two VCU alums (one Music, one Business) brings us courses for VCU in digital recording and video production, plus an Advanced Media Production Technology certificate program of 24 credit hours as a post-baccalaureate option. Visit <http://bulletin.vcu.edu/undergraduate/arts/advanced-media-production-technology-certificate/>, <http://bulletin.vcu.edu/azcourses/ampt/>, <http://bulletin.vcu.edu/azcourses/ampt/ampt.pdf>, and <https://www.inyourear.com/classes/ampt/>. For more information or e-mail VCU affiliate faculty member Carlos Chafin <cchafin@vcu.edu>.

Creative Entrepreneurship is an increasingly important part of the fabric of VCU—and of VCUarts, which is bringing together students across various disciplines in its Creative Disruption Lab. Visit <https://arts.vcu.edu/academics/departments/center-for-the-creative-economy/entrepreneurship/>.

**VCU JAZZ FACULTY** (listings tend to shift in a given semester, especially for SJE)

**Hector “Coco” Barez**—Afro-Cuban Percussion
**Taylor Barnett**—Trumpet, Jazz Arranging, Jazz History, Jazz Pedagogy
**Carlos Chafin**—Affiliate Faculty (In Your Ear Studio)
**Michael Ess**—Guitar, SJE
**Antonio García**—Director of Jazz Studies, SJE, Jazz Orchestra I, Jazz Theory, Jazz Pedagogy, Trombone, Music Industry
**Thomi “FAT Thomi” Hairston**—History of Hip-Hop
**Wells Hanley**—Piano, Jazz Masterclass

**J.C. Kuhl**— Saxophone
**Emre Kartari**—SJE
**Filipe Leitão**—Composition and Sound Design for Cinema, Games, and Motion Media
**Tony Martucci**—Drum Set, SJE
**Rex Richardson**—Trumpet
**Marlyss Simmons**—SJE
**Eric Wheeler**—Jazz Double Bass and Electric Bass
**Toby Whitaker**—Jazz Orchestra II, Small Jazz Ensemble, Jazz Improvisation

For biographical information on various faculty members, please visit <www.jazz.vcu.edu>.

**ROOM ASSIGNMENTS**

The following list represents the current locales for many of the typical activities of VCU Jazz and is subject to change, particularly due to spatial reassignments due to COVID precautions.  

**SPAC** = Singleton Center, **MC** = Music Center (1015 Grove, usually entered on Harrison)

<table>
<thead>
<tr>
<th>Function</th>
<th>Locale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bass Closet</td>
<td>MC 2017</td>
</tr>
<tr>
<td>Drum Practice Room A</td>
<td>MC 2002B</td>
</tr>
<tr>
<td>Drum Practice Room B (for JO, SJE drums)</td>
<td>MC 2014</td>
</tr>
<tr>
<td>Ensemble Auditions</td>
<td>MC 2014</td>
</tr>
<tr>
<td>Jazz Arranging, Jazz Masterclass</td>
<td>MC 1003</td>
</tr>
<tr>
<td>Jazz Board</td>
<td>MC 2014</td>
</tr>
<tr>
<td>Jazz Improv</td>
<td>SPAC B40</td>
</tr>
<tr>
<td>Jazz Library</td>
<td>SPAC B22</td>
</tr>
<tr>
<td>Jazz Orchestras I &amp; II</td>
<td>MC 1003 or Concert Hall</td>
</tr>
<tr>
<td>Prof. Barnett’s studio</td>
<td>MC 2007</td>
</tr>
<tr>
<td>Prof. Ess’ studio</td>
<td>MC 3017</td>
</tr>
</tbody>
</table>
THE IMPORTANCE OF SINGING/TRANSCRIPTIONS/SWING

At its Spring 2007 Jazz Studies faculty meeting, the faculty discussed at length the ear-training of our students. For example, at the beginning of Jazz Theory & Aural Skills class in Spring 2007, half the class couldn’t sing a given melody, much less a major or a pentatonic scale. This particular melody, except for one accidental, was entirely within the tonic major scale. Portions quoted the tonic pentatonic scale.

But by the end of the semester, all the students had successfully done so as well as sung individually in front of the class a chosen recorded solo of a jazz master. So clearly this was an attainable skill for all. Interesting facts were confirmed along the way, so consistent that they could not be ignored:

- Students who cannot pre-hear what they’re improvising are usually far less successful at improvising, no matter how strong their other Theory skills. And the only way to prove that you can pre-hear what you’re soloing is to check yourself by singing.
- A number of the students had never focused on singing a melody. This surprised a number of the Jazz faculty.
- Of the guitarists and vibists who had difficulty, not one had attempted to sing the melody’s pitches while playing the melody on the guitar or vibes. All of them were approaching ear-training as being something completely divorced from their performance-practice. All of them stated that they never sing a melody while playing it or learning it on their instrument. This is an avoidance that the Jazz faculty continually attempt to dissolve in our students, but it remains: each of these students were completely surprised at the notion that they could and should practice ear-training on their primary instruments.
- After some of the Jazz Studies and traditional Theory areas’ instructors had shared some discussions, it was also clear that each of the challenged students had successfully passed Theory & Aural Skills I (prior to entering Jazz Theory & Aural Skills) even though they could not sing a melody, much less a major or a pentatonic scale. This was because the percentage of the grade in traditional Theory attributed to Aural Skills typically counted for far less than the written testing (or the aural-dictation testing) in the final course grade, providing little incentive for the students to work on their singing.

The solutions in progress include the following:

- The entire Music faculty (including the Jazz faculty) have to hammer home to all non-Voice students that they must integrate ear-training with their primary instruments’ practice. If the above is any indication, our message to the students has often been lost along the way.
- All Jazz Studies majors must prove in their lessons that they can sing what they play, at least to the extent of easy tune-melodies and simple solos. It wouldn’t hurt to sing at least once the lyrics to the standard tunes you’re working on. Dexter Gordon, Charlie Parker, Miles Davis,
and countless other jazz instrumentalists commented publicly on the importance of having at least some familiarity with the lyrics when interpreting a standard tune: why argue with that advice?

- The grading of traditional Theory classes and of Jazz lessons should reflect in some meaningful way the students’ abilities to accomplish these aural skills; or the students will ignore their value in favor of grade-weighted, non-aural material. Some Jazz studios already require that the students sing their transcribed solos before they transcribe them. And in Fall 2007, the Aural Skill portion of the final grade in many of the traditional Theory classes was increased to 45% (with written theory assignments, keyboard skill, quizzes, and the final exam totaling 55%)—plus there are increased aural skill evaluations and a final exam in aural skills as well. So this discussion also had impact in the non-Jazz courses.

The Jazz faculty all agree that we need to redouble our efforts in Jazz classes to ensure that students can sing at least some if not all of the melodies and transcribed solos that they learn on their instruments. We cannot recall a great jazz musician who—in rehearsal and with the doors closed—cannot sing to his or her ensemble the phrasing sought in a given passage. Develop this skill, and it will bring lyricism to your instrumental performances!

**TRANSCRIPTIONS**

Transcriptions, whether done by someone else or especially if done by you, can be valuable tools for learning the jazz language. But many transcriptions do not indicate what, other than pitch, has contributed to the birth of the solo you’re learning. What about the recorded soloist’s tone quality, articulation, dynamics, pace, direction, tone, thematic development, and quoting? What about the interaction between soloist and rhythm section, or borrowing from different rhythmic styles? What about stealing ideas from the preceding soloist?

After all, what are most of us after, more than anything else, from the study of a great solo? The answer lies much more in the artist’s tone and phrasing than in the mere notes. If you have any doubt, listen to anyone perform a transcribed solo without including such important musical elements—boring!

Prof. García has authored an article to assist you in developing your awareness about these factors. Originally published in *Jazz Improv* magazine’s supplemental CD-ROM, Vol. 7, No. 2, Spring 2007, “Transcribing Jazz Solos Without Pitches” was published on the author’s condition that he be free to post in on VCU’s web site and his own for anyone to use.

It explores more than a dozen avenues available to anyone to learn from a single recorded solo without even writing down a single pitch or chord symbol. The solo examined is currently widely available on CD: trombonist Steve Turre’s solo on the tune “Stompin’ at the Savoy” from his 2000 CD *TNT* (Telarc CD-83529). It’s an inspirational solo well worthy of examination at any level.

*TNT* stands for “trombone and tenor”: the CD includes three combos featuring that front line. Along with Turre, one group includes James Carter (sax), Mulgrew Miller (piano), Buster Williams (bass), and Victor Lewis (drums). Another highlights David Sanchez (sax), Stephen Scott (piano), Peter Washington (bass), Lewis Nash (drums), and Giovanni Hidalgo (percussion). The ensemble on “Savoy” includes Dewey Redman (sax) with Scott, Washington, and Nash. So there are plenty of reasons to invest in this CD—or at least legally download the track!
After learning the solo vocally, there’s nothing wrong with slowing down and/or looping intricate passages to confirm the smallest details. The free Audacity recording/editing program is excellent for looping and slowing down. If you use QuickTime Pro, which offers looping, you also have the menu option to “Show A/V Controls,” which gives you access to pitch control, pitch shift, a jog shuttle, and more.

SWING

See the music notation at <https://arts.vcu.edu/wp-content/uploads/2020/08/short_page_rhythm.pdf> and listen to the soundfile at <https://arts.vcu.edu/wp-content/uploads/2020/08/aud.rhy_sw_snd_pr.mp3>. You should be able to hear the variance of triplet and accent that I’ve programmed into Finale here. You should be able to do the same as a human musician—or better, of course.

You can teach your Finale notation program how to swing better. (Or Sibelius, or similar program, though I have only Finale experience.) Make a sample phrase—maybe four bars long—swing more by altering the MIDI playback settings for accents and backbeats. The more you know about how to get Finale to swing, the more you will know about your own elements of swing.

- Open or make a file that has some eighths in it. In the Playback Controls, set Human Playback Style to “None.” Make sure “Swing” is set to “0.” Play the measure back to ensure it has a straight-eighth feel.
- Select the MIDI Tool in the menu bar.
- Select one or more bars of the music.
- In the MIDI Tool menu above (not the MIDI/Audio menu), select Note Durations.
- In the MIDI Tool menu again, select Alter Feel. Click on the button for “Absolute” if not already selected. Tab to Backbeats. Enter “120.” This yields a very triplety feel. After listening to it a couple of times, go to Edit and Undo that action. Replay the measure(s) to check that it has been restored to its original, straight-eighth feel.
- In the MIDI Tool menu again, select Alter Feel. Tab to Backbeats. Enter “30.” This yields a barely swinging feel. After listening to it a couple of times, go to Edit and Undo that action. Replay the measure(s) to check that it has been restored to its original, straight-eighth feel.
- Experiment and find the MIDI value that yields the best swing feel possible.
- Go back to the music and add a couple of well-placed accents and, on a quarter-note, a staccato.
- Click on one of the accents in the bar. This prompts a box from which you can alter the Playback Effect. Change the Key Velocity to a percentage (in both the Top and Bottom Note
Values) that yields an appropriate accent amount for swing passages (usually less than default). Play the passage back; re-enter the box and change as needed. The change affects every accent in the piece.

- Click on one of the staccatos in the bar. This prompts a box from which you can alter the Playback Effect. Change the Duration to a percentage (in both the Top and Bottom Note Values) that yields an appropriate accent amount for swing passages (usually considerably more than the default). Play the passage back; re-enter the box and change as needed. The change affects every staccato in the piece.

**CURRICULUM REQUIREMENTS**

**REQUIRED**

The Bachelor of Music degree is the initial professional degree in music. Its primary emphasis is on development of the skills, concepts, and sensitivities essential to the professional life of the musician. At the center of the instructional program for the Bachelor of Music degree is the “core curriculum,” comprising credits of instruction in aspects of musicianship fundamental to all music degree programs. Included are courses in basic music theory, aural skills, music history, and conducting skills.

Visit [http://bulletin.vcu.edu/undergraduate/arts/music/music-bm-concentration-performance-jazz-studies/](http://bulletin.vcu.edu/undergraduate/arts/music/music-bm-concentration-performance-jazz-studies/) for the official Degree Requirements and Suggested Four-Year Sequence for B.M. Jazz Studies majors and [http://bulletin.vcu.edu/undergraduate/arts/music/music-ba/](http://bulletin.vcu.edu/undergraduate/arts/music/music-ba/) for the B.A. majors. Note that the Four-Year Sequence is a suggested, not required, sequence. Your actual sequence of courses may vary from semester to semester; but the further you vary from the Suggested Sequence, the more likely you may encounter a semester when a required class is not available to you during your preferred semester due to scheduling conflicts created by your variation from the Suggested Sequence. See your advisor each semester to ensure that you are making the appropriate choices. **Note that it is your responsibility to check past and future course schedules online for any indication that a sequence-change you might make would cause an impossible class-scheduling conflict, potentially delaying your graduation.**

A specific note for rhythm players: the 4-JO, 5-SJE credit requirement was established in 2005 because the faculty believe that it is important for all Jazz majors (rhythm-players included) to experience both large- and small-jazz ensemble-learning. In the event that a rhythm player participates in an SJE each of eight semesters but does not audition into a JO, the student has to complete only one additional semester of SJE to attain the degree. The faculty believe that this single additional semester of combo experience is a reasonable residency extension for a student not experiencing learning in the JO environment. Since that one semester of SJE is a part-time enrollment, the financial ramifications are reasonably minimal (especially considering the freedom of time that the student then has to work much more in town with an academic schedule open except for the two contact-hour SJE).

A problem does occur if a rhythm student does not participate in an SJE each of the projected eight semesters, resulting in additional residency. Typically the reasons are one of two:

- The student did not audition strongly enough in the first semester or so to get into an SJE. There’s no clock on art; and if the student needs more time to develop in order to be competitive in SJE auditions, that’s beyond anyone’s control. Students who take more time to develop at the beginning of their college years will likely need an additional semester or two to complete the degree—often no matter how well or how quickly they later do develop. And/or...
• The student elected not to audition for SJE's one or more semesters. This is beyond faculty control.

Should you as a rhythm-player approach your junior or senior year expecting to eventually be short of the required credits, there is the option for you to petition the Department of Music using a course-substitution waiver form and a cover letter that explains that you believe that a sum of some other, extra courses not already counted towards your degree (typically ensemble-performance courses of the non-jazz variety or classroom courses with a heavy in-class performance quotient built into it) should be counted in place of your shorted jazz ensemble requirements. This can be a challenging path to pursue but is possible, especially if you are willing to plan to take additional ensembles (Choral Arts, Guitar Ensemble, or the like) that the Music Department might agree would meet the lacking ensemble requirement if you completed them. See your advisor. However, it should be obvious that the best plan to pursue is to fulfill your requirements by successfully auditioning for the correct number and nature of jazz ensembles.

A specific note for bassists: jazz bass majors taking classical bass lessons will find that the primary goal is to seek a beautiful sound with the bow. For that reason it is important that Jazz bass majors have strings that will serve the classical and jazz genres well. Worn strings of any brand will of course yield a substandard sound and should be replaced promptly.

We recommend the following strings as an affordable standard of cross-genre strings: D’Addario Helicore Hybrid Bass String Set, 3/4 Scale, Medium Tension, approximately $150. You may of course exceed this standard. If your current strings are not of this quality, however, you’ll be asked to change to one of the above sets within a reasonable time-period, varying depending on how new your current strings are. If you have questions, please inquire of your bass professors.

Also be aware that though a quiver is standard jazz bass equipment, it is atypical of classical performances. You do not have to remove it; simply abstain from using it during your classical lessons and performances at VCU.

**ELECTIVES**

Career opportunities within the music business arena might include working in the fields/careers of publicity, radio promotion, physical and online retail and distribution, merchandising, Internet, advertising and touring, business structuring, finance, marketing, leadership, record-label management, personal management, venue management, concert promotion, booking agencies, media relations, music publishing, entertainment law, and music supervising—as well as simply expanding one’s tools to succeed in a career as a performer, composer, and/or educator. Some details regarding electives are outlined below.

**A Closer Look at Composition and Sound Design for Cinema, Games, and Motion Media**

Dr. Filipe Leitão is Assistant Professor of Composition and Sound Design for Cinema, Games, and Motion Media. From his work we already have four new courses, some of which are open to non-Music majors as well, regarding engineering and scoring virtual sounds. He will be developing more curricula in the future.

**A Closer Look at “Computers and Digital Recording”**

We offer two semesters of digital recording classes that explore the correct configuration of the Windows and Mac operating systems for use in creating, editing, and processing audio and video files. Topics include the merits of pairing select hardware, software, and audio/video peripherals;
basic software benchmark-evaluation techniques; expected norms for system performance; proper
disk storage configurations and file-management strategies; data distribution over private networks
and the Internet; media file formats; and audio and MIDI hardware. The following software
applications are used extensively in the course:

- OS - operating system - Apple Computer
- Windows - operating system - Microsoft Corporation
- Logic Audio - Audio and music production - Apple Computer
- Nuendo and Cubase (VST) - Audio and music production software - Steinberg/Yamaha
- Protools HD - Audio production system - Digidesign
- Digital Performer - Audio and music production software - MOTU
- Gigastudio - sample edit and playback - TASCAM
- Reason - Virtual Music Instrument software suite - Propellerhead
- Cuemix - Audio mixing - MOTU
- Waves Plug-in - audio processing - Waves
- Auto-tune - pitch correction software - Antares
- Channel Strip - equalization and compression plug-in - Metric Halo
- Battery - drums sampling plug-in - Native Instruments
- Vegas Video - video and audio production software - Sony
- Acid - loop based audio composition software - Sony
- UAD - hardware and software digital signal processing including reverb plug-in - Universal
Audio
- Peak - file based audio edit and CD preparation software - Bias
- Firefox and Thunderbird - shareware web and email programs - Mozilla Corp.
- Fetch and Ipswich - ftp clients for Mac and PC - shareware

The course instructor, Carlos Chafin, has served as a frequent guest speaker for VCU’s Music
Industry class. In March of 2004, he was honored by the Richmond Ad Club as “Ad Person of the
Year.” Since 1990 Chafin has been co-owner of In Your Ear studio in Shockoe Bottom, where he
composes and otherwise creates sound and music for movies and television. He has worked
composer for such ad campaigns as Coke, Miller Lite, Purina, Holiday Inn, Colgate, McDonalds,
Sprint, Seiko, Saab, Wrangler, and more before shifting into post-production supervisor and
commercial sound-mixer roles in recent years. Chafin and his staff teach the course on-site at In
Your Ear Studios, providing our students the experience of a multi-million dollar recording studio.

This program was featured in Mix magazine’s November 2015 issue (Vol. 39, No.11); you can read
the article at <http://www.mixonline.com/news/facilities/new-vcu-iye/426017>. For more curricular
information, visit <http://bulletin.vcu.edu/undergraduate/arts/advanced-media-production-

A Closer Look at Entrepreneurship
VCU is a superb place to get one’s music and business skills refined. VCUarts offers entrepreneurial
courses that provide the cutting-edge experience of interdisciplinary conceptual and product
development, modeled in part after VCU’s groundbreaking DaVinci Center student work. Some
students might fit these into a B.M. program; others will find it easier within a B.A. program.
“The Creative Economy” examines the contribution of creative ideas to the world economy with a focus on where, how and why creative ideas are produced and consumed. “Idea Accelerator” exposes students to the processes and methodologies used to transform ideas and opportunities into sustainable business models. Students evaluate business case studies, engage industry professionals, and investigate the commercial potential of their creative ideas. “Creative Disruption” provides a low-risk educational environment for students to develop their own ventures, including a product/service business model, legal considerations, financial and marketing plans, and media presence (web, mobile, social). Students work with a network of mentors from the university and industry. “CoLab Internship” is a variable credit, transdisciplinary internship program that exposes students to real-world, innovative problem solving, with an emphasis on the development and commercial application of emerging technologies. Students collaborate on internally initiated projects, and external start-up teams, and gain valuable experience in business issues related to art and design.

Creative Entrepreneurship is an increasingly important part of the fabric of VCU—and of VCUarts, which is bringing together students across various disciplines in its Creative Disruption Lab. Visit <https://arts.vcu.edu/academics/departments/center-for-the-creative-economy/entrepreneurship/>.

A Closer Look at the Minor in Business
The Minor in General Business consists of at least 18 credits that span accounting, economics, financial management, business systems, marking, and legal issues. A cumulative GPA of 2.0 must be attained in these courses. For more detail, please visit <http://bulletin.vcu.edu/undergraduate/business/general-business-minor/>, the online University Bulletin, and/or the School of Business (<http://business.vcu.edu/>). Note that the School of Business may change the details or availability of its Minor at any time, even without notice to the Department of Music.

Other Possible Minors
The Minor in General Business is not the only Minor that might interest you. Frankly, if you are a VCU student, you can choose to minor in any VCU-recognized, approved Minor. Some other potential Minors may include E-Business, Economics, Human Resource Management, Nonprofit Management and Administration, Philosophy of Law, and more. Note again that any School may change the details or availability of its Minor at any time, even without notice to the Department of Music. You also have the option to create a cohesive course of study not currently a Minor at VCU and, with faculty approval, have it serve as your Minor.

This is an exciting time for VCU’s Department of Music. We offer a unique combination of opportunities to experience and learn elements of the music business in a city that has a music business.

ADVISING & REGISTRATION
Music students have a central advisor: Sara Jones <tyersh@vcu.edu>, 828-8750, Room 234 of the Singleton Center (<https://arts.vcu.edu/community/vcuarts-faculty-and-staff/directory/sara-jones/>). Please ensure that you communicate with her.

If you are planning to graduate this semester or next, please visit <www.pubinfo.vcu.edu/calendar/ac_fullViewAll.asp>; click on the appropriate semester; and note in your calendar NOW the date ONE WEEK BEFORE the university’s listed “Monroe Park campus
students - last day for degree candidates to submit graduation applications to their advisors.” You must see your advisor at least a week before that deadline for advising on your graduation application (which can be a challenging bit of paperwork). You must review your DegreeWorks audit prior to that meeting as well. (See DegreeWorks information below and “Graduation Application” later.)

Prior to meeting with your advisor, you MUST do some preparatory work. The following instructions pertain to all Jazz Studies majors:

1. It is very important that you pre-register for private lessons so that our adjunct instructors in particular can be contracted to teach you. Students who wait until next semester to enroll for their lessons may find their teacher unavailable! This is more true now than ever because of a change in the manner of contract our adjuncts now receive, which is far less flexible for adding on students after the fact. So if you’re thinking about delaying registering for your private lessons, please think again! Also carefully look for your applied lesson number so that you register for the correct course.

2. Examine in advance DegreeWorks for any surprises that you believe you and your advisor should address during your meeting! By using DegreeWorks you can track your own progress to graduation, and advisers can help students make plans for completing remaining requirements in a timely manner. Check out the information at <https://rar.vcu.edu/records/degree-audit/>. Make sure that any time you bring up your records you hit the “Process New” button, or your data may be old. There are at least four times a semester that you should be checking DegreeWorks to see where you stand:
   a. Before registration.
   b. After registration (to ensure your chosen courses show up).
   c. Should you withdraw from a course (to ensure you’re withdrawn).
   d. After you’ve received your semester grades (to ensure they’re in the system).

3. Examine your Suggested Course Sequence for your degree (if a Jazz major at <http://bulletin.vcu.edu/undergraduate/arts/music/music-bm-concentration-performance-jazz-studies/#planofstudytext> for B.M. and at <http://bulletin.vcu.edu/undergraduate/arts/music/music-ba/#planofstudytext> for B.A.). The Four-Year Sequence is a suggested, not required, sequence. Your actual sequence of courses may vary from semester to semester; but the further you vary from the Suggested Sequence, the more likely you may encounter a semester when a required class is not available to you during your preferred semester due to scheduling conflicts created by your variation from the Suggested Sequence. See your advisor each semester to ensure that you are making the appropriate choices. Note that it is your responsibility to check past and future course schedules online for any indication that a sequence-change you might make would cause an impossible class-scheduling conflict, potentially delaying your graduation.

4. On a separate sheet of paper, map out the courses which you will need to take next semester. (Have at least one back-up course for any general-education course in case it closes before you get into it.)

5. Please review the prerequisites of courses you plan to take next semester. (See Course Descriptions at <http://bulletin.vcu.edu/azcourses/>.) Banner-enforced PreReq Check will prevent a student from registering for courses with prerequisites that he or she has not satisfied or for which the student is not currently enrolled. Note that a potential problem exists for students who completed a prerequisite course at another institution. If that course does not appear on their VCU record, the PreReq Check will prevent them from registering for the next course. If students find themselves in this predicament, they should immediately contact the Transfer Center (Hibbs 223; <transferinfo@vcu.edu>; 804-827-1349). The
Transfer Center will confirm that they have received a transcript from the other institution and, if necessary and appropriate, update the student’s record.

6. Note that the Jazz Orchestras are APPM 360 for JO I and APPM 396 for JO II, and SJE s are all under a single APPM 361. SJE rosters are announced just after the beginning of each semester based on schedules, experience, and availability; so it is always possible that you might not get into an SJE despite your interest. It makes sense for most students to register for SJE s and Fall JOs during Add/Drop of the actual semester rather than pre-registering. At the end of Fall semesters, current JO members can pre-register for Spring JOs with good confidence, as we attempt to keep JO personnel stable across the two semesters. Remember: if you are not placed in any ensemble for which you have registered, you must then drop it in order not to receive an F at the end of the semester.

7. Note that if you have completed any historical repeats successfully, you have to submit the appropriate forms to Records and Registration; or they will not be counted.

8. Note that if you have received a PR for a recital, APPL lesson, or APPM 173 or 174 Keyboard Skills, you do NOT re-register for that course the next semester. The course is already on your record, and the PR will change to your actual grade once you have completed the course.

9. Be sure to examine your Capstone Requirement, a portfolio project, and set up a separate appointment with your professor to go over this.

10. Be ready with any questions you may have.

If you show up at your brief advising meeting without knowledge of your course sequence, unaware of your DegreeWorks status, and/or unprepared to list the courses you have in mind, do not be surprised if your advisor suggests you are wasting her time. A number of students in the past discovered very late that they were not going to graduate when they had planned. It’s your degree study: invest some time to plan it carefully!

Regarding your lessons: the Music Department typically closes registration at Noon on the last day of Add/Drop. However, students should be registered well in advance of that date.

Also note that it is common for any number of incoming students to view one professor as the “top instructor” and another not so, placing labels that we ourselves do not place. Jazz is a combo, and so is jazz instruction. We delight in the fact that our students will benefit from a dozen different viewpoints while here. However, students interested in receiving lessons from more than one instructor are advised to pursue an alternation of semesters between such instructors rather than studying simultaneously with two. And it may not always be possible for the Music Department to fulfill your request. Some lesson instruction is more expensive than student tuition/fees cover, and the Music Department budget cannot absorb the additional cost.

Students interested in rotating lessons toward a different instructor for a given semester must first consult with the original instructor, then the head of the studio area, and finally the Director of Jazz Studies for approval. He will forward your request to the Music Department.

**JAZZ ENSEMBLE AUDITIONS**

All jazz ensembles under the APPM 360/361/396 listings, including Small Jazz Ensembles and Jazz Orchestras, are subject to audition in order to enroll: all of them. It’s in the university catalog’s description for JO and SJE, as it is for University Band, Symphonic Wind Ensemble, and
Commonwealth Singers. This ensures that these ensembles are not open to just anybody: faculty have to approve your entry. *No student is assured a return to his or her chair of the previous term.*

We understand that any student may have financial challenges that might prevent him/her from registering for school by the time ensemble personnel are being placed. We cannot predict when or if your registration-hold may be resolved; so we *cannot hold a given ensemble chair for a student who may otherwise merit it but is not yet registered with the university:* we have to fill the chair so that the ensemble can proceed.

Any student who wants to be in an ensemble should check his/her e-mail as well as the Jazz Board outside MC 2014 at the beginning of the semester for schedules and updates. *Failure to do so may cost you your chair.*

The jazz ensembles audition requires that you:

- sign up for an appropriate audition slot (typically via SignUp Genius);
- by the time of your audition (but not before the announced opening), complete *online audition registration* at the link provided by the Director of Jazz Studies; this online system replaces the previous paper grids and provides us with your contact information, ensemble interest, and weekly availability without which you cannot be placed in an ensemble;
- examine audition requirements posted at [https://arts.vcu.edu/academics/departments/music/ensembles/jazz/](https://arts.vcu.edu/academics/departments/music/ensembles/jazz/). (The required prepared rhythmic reading is also available at that link.)

Your audition for Jazz Orchestras will convey to the faculty that you will be available for concert dates of either ensemble in which you might be placed; similarly, your audition with a stated interest in Small Jazz Ensembles expresses your availability for related concerts. Concerts scheduled at this time include those found within the Jazz Calendar in the *Jazz Studies Handbook*; please check and mark your calendar NOW. Additional concert opportunities will be announced at later dates.

*Though you have the university’s option to withdraw from any course, note that it is unprofessional to withdraw from an ensemble after auditions simply because you did not make a certain ensemble: you will not be easy to replace.* By the end of Add/Drop period, students have locked in their schedules and can no longer obtain credit for moving into an ensemble you might leave prematurely.

Students approved via audition to join an ensemble will be listed in postings and e-postings from the Director of Jazz Studies approximately a night before or the day of the end of Add/Drop. Those students must register for the appropriate Jazz Orchestra or Small Jazz Ensemble by the conclusion of the Add/Drop period. (The desk at Harris Hall typically closes at 5 p.m.; E-services typically closes at midnight.) Make sure to register for the correct section! If you have registered for any section under which your name does not appear on the posting, you must drop your earlier registration so as not to receive an F in that course.

Audition content is typically as follows:

- **Horns:** Unaccompanied performance of a melody (and if possible, improvised solo) over a tune of your choice, especially swing, bossa, Afro-Cuban, and samba. Potential accompanied improvised solo over a tune of your or the jurors’ choice. Possible basic scales to assess range, tone, and/or technique.
• **Piano:** Performance of a melody and accompaniment (and if possible, improvised solo) over a tune of your choice, especially swing, bossa, Afro-Cuban, and samba. Possible basic scales to assess range, tone, and/or technique. Potential comping of a variety of styles on request, especially swing, bossa, and samba.

• **Guitar and Bass:** Performance of a melody (and if possible, improvised solo) over a tune of your choice, especially swing, bossa, Afro-Cuban, and samba. Potential accompanied improvised solo over a tune of your or the jurors’ choice. Possible basic scales to assess range, tone, and/or technique. Potential comping of a variety of styles on request, especially swing, bossa, and samba.

• **Drums:** Unaccompanied performance of a variety of styles on request, including swing, ballad, waltz, bossa, samba, and Afro-Cuban, plus possibly trading fours. (Drummers are required to bring their own cymbals, hi-hat clutch, sticks, and brushes.)

• **Percussion:** Unaccompanied performance of styles including bossa, samba, and Afro-Cuban. (Congas, bongos, some hand percussion available.)

• **All:** Rhythmic reading available in advance from the Jazz Studies web site (<https://arts.vcu.edu/academics/departments/music/ensembles/jazz/>). Sight-reading as provided by the jurors.

Sample tunes might include:

- **Swing:** Autumn Leaves, Satin Doll, Now’s the Time, Take the “A” Train, Stella by Starlight
- **Bossa:** Blue Bossa, Recorda-Me, Meditation, Wave, Black Orpheus
- **Samba:** Samba versions of the bossas above would be among those acceptable.
- **Afro-Cuban:** Mambo Inn (2-3 clave), Afro-Blue (12/8), Frenesí (cha-cha), Como Fue (cha-cha), A Night in Tunisia (possible in a variety of settings)
- **Ballad:** In a Sentimental Mood, Body and Soul, My Funny Valentine, Polka Dots and Moonbeams, Misty
- **Waltz:** Up Jumped Spring, Someday My Prince Will Come, Alice in Wonderland, All Blues, Bluesette

You are not limited to the above choices; these are merely examples. However, free improvisation, a demonstration of favorite licks, or singing a favorite blues tune along with accompaniment will not meet the audition requirements.

Students successfully admitted into jazz ensembles are **required** to read the applicable portions of the Jazz Studies Handbook (<https://arts.vcu.edu/academics/departments/music/for-current-students/forms-and-resources/>) regarding ensemble scheduling and policies.

**FALL AUDITIONS**

Fall auditions are wide open and are student-driven. The faculty has not heard most students for at least three months, and a lot could have changed in experience levels. Returning students, as well as new students, must audition, submitting their completed online schedule grid (as described above) by the posted date. Failure to do so will result in your not being placed in an ensemble. If you’re not sure about private-lesson times, you can swap out of any lesson-conflicts later. But complete your contact information and schedule grid on time. (Students in Prof. García’s trombone studio will also turn in a paper grid found on his office’s bulletin board.)
SPRING AUDITIONS
Contact information and schedule grids are again required from all prospective SJE members (new or returning) by the posted date. Failure to do so will result in your not being placed in an ensemble. Returning or prospective JO members in Spring will not need to complete online audition registration.

Spring auditions are *not* wide open; they are *faculty-driven*. It is the Jazz Studies Director’s prerogative to waive any or all JO and/or SJE auditions in the Spring should the goal be to keep the ensemble as intact as possible: the previous semester’s work can be considered as the audition.

The JOs’ personnel are expected to remain quite stable unless someone leaves or unless a new or returning student’s potential has prompted the ensemble director or a studio teacher to suggest that auditions are warranted. Such a student would have to demonstrate a *substantial* improvement in the chair for a change to be made; a marginal improvement is not cause to make a mid-year change. The SJE’s remain similarly stable but often less so due to changing faculty and student schedules: SJE’s might be reorganized any given semester. The same, faculty-driven Spring audition policy applies.

In the event any Spring auditions are held for Jazz Orchestras, auditionees will be assigned to JO I or II according to the outcome. Similarly, JO I members who do not retain their chairs will be assigned to appropriate chairs in JO II.

Regardless of auditions, no student is entitled to continue in any jazz ensemble without the approval of the ensemble director and the oversight of the Director of Jazz Studies: your chair in one semester does not guarantee your chair in the next.

*Example:* A new (or gone-but-returning) improvising jazz trumpet player of high quality is to join VCU in the Spring and is interested in being a member of a JO and an SJE. The Jazz Program would not re-audition all improvising jazz trumpets who have played in JO I, II or SJE; nor would it open auditions to all trumpeters who had wanted to join an ensemble in the Fall but either did not audition then or were not accepted at that time. We would audition *only those most closely surrounding* that new candidate’s experience-level; and the results of that audition would then move all other trumpets around accordingly: up, down, or sideways (as sometimes moving into a parallel chair in another ensemble is advisable rather than up or down a chair in the current ensemble). Such an audition might take place at the end of the Fall semester or at the beginning of the Spring term.

**VOCAL JAZZ**
There are currently no vocal jazz ensembles, student-led or otherwise, at VCU; we don’t have the faculty staffing, facility, and equipment to offer it as a course. If a number of students wanted to form their own, some faculty would likely be pleased to offer occasional guidance as asked. If it proved itself as a bona fide, regularly meeting ensemble, it’s possible that it could be one of the credit-bearing Small Jazz Ensembles for the semester. But that would take a lot of effort on the part of each student.

Vocalists can join our Small Jazz Ensembles as a regular member if they have the required improvising skills, proven by audition with the Director of Jazz Studies. (Five vocalists—Terri Simpson, Fran Ahern Coleman, Rachel Pietri, Morgan Stewart, and Paige Melton—have done so in the past.) If not, then some vocalists have by mutual agreement with ensemble members just sat in on occasion to rehearse and perform a tune or two with a combo, receiving no academic credit for doing so.
A student vocalist might sing some tunes with one or more of the VCU Jazz Orchestras in a given year. Interested students can audition at any mutually agreeable time for the Director of Jazz Studies.

We do not regularly offer applied (private) lessons in vocal jazz for credit. However, students seeking advice can contact the Director of Jazz Studies for the potential or for some coaching or for a referral to some of our distinguished alumni who are such accomplished jazz vocalists, including Terri Simpson and John Winn, and who might be available for externally contracted private lessons. There are additional non-alumni instructors of fine quality as well.

**ATTENDANCE**
The Jazz Studies degree and its classes constitute a professional course of study. Much more learning occurs within those classes than via a given test: thus attendance is mandatory. If you believe that you can instead learn adequately without attending class, you should withdraw from the Music Department and promptly seek a correspondence course elsewhere.

Students who consistently cannot show up on time for a VCU rehearsal, class, or lesson are also not dependable enough for faculty to recommend for employment: if you show up late to a gig, the VCU Jazz Studies Program’s reputation is diminished. We do not believe that a tardy student will be a prompt employee just because a paycheck is added. Absent and late students also disturb an ensemble’s rehearsal plan, distract in the classroom, and have the potential to delay the lessons of students who follow you.

One of the first rules of success is knowing and promptly addressing your weaknesses. College students, as a rule, don’t get enough sleep, Jazz Studies majors even less. This is not a surprise. Get several alarms, and be sure some of them are LOUD. Students stating that their sole alarm did not go off will receive a quizzical, disappointed look (as in: “You’re a college student, thus always tired; you attend and perform gigs yet have only one alarm?”)

Learn how to update your datebook accurately. Aside from losing faculty’s potential referral for engagements, three Jazz Orchestra I members in recent years have lost their chairs because of their inability to keep an accurate datebook; more than one SJE member has lost a chair. The responsibility and consequences are yours.

It is the policy of VCU to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students desiring to observe a religious holiday of special importance must provide advance written notification to each instructor by the end of the second week of classes.

Students who have a documented physical or learning disability requiring special accommodations are expected to discuss these accommodations with the professor at the beginning of the semester. If you have questions about available services, you may contact VCU Office of Student Accessibility and Educational Opportunity at (804) 828-2253 (voice/TDD) or visit the web page (<https://saeo.vcu.edu>). All discussions will remain confidential.

Students receive 15 private lessons per semester—or 14 plus a jury. It is the policy of Virginia Commonwealth University for courses on campus to meet in inclement weather unless specifically cancelled by the Provost/Vice-President of Academic Affairs. The VCU Inclement Weather Hotline,
VCU-OPEN (828-6736), and web, <www.vcu.edu/weather>, provide information on VCU operations. However, the Music Department encourages faculty to make up such lessons if canceled.

Classes and ensembles generally conclude at 50 minutes past the hour or half-hour (but some vary), lessons generally at 25, 50, or 55 minutes past the hour, so that you can make your next appointment on time. Take care of business: if you know in advance that you will be absent or late, advise your instructor. If no advance notice is possible, be sure to inform your instructor after the fact as to why you were not on time. Students who fail to do so convey a strong message that they do not care about their ensemble, course, or grade. Some students in the past have managed to fail a class or ensemble entirely because of their lack of proper attendance (despite high performance in the class or ensemble)—and were surprised despite the written policy of the class. Some students have been excluded from participating in concerts with guest artists because of improper attendance at rehearsals—and were surprised. Don’t let this be you!

Faculty can and will avail themselves of appropriate means to assess your attendance and/or penalize your lack thereof. In addition to your simply losing referrals for potential employment, this can include any or all of the following:

- The course syllabus may state that a percentage of the grade is tied to your “responsible, professional attitude,” which certainly includes attendance. This seems especially applicable to ensembles.
- A percentage of your grade may be for “class participation,” which is impossible to achieve if you are not present.
- The policy may allow for the lowering of your final grade after a specific number of absences.
- Faculty members also have the prerogative to lock the classroom or rehearsal room door at any point during the appointed time: students late beyond this point will not receive credit for that day’s attendance.
- Finally, faculty throughout the university may state in their syllabi that after you have exceeded a specific number of absences, they reserve the right to withdraw you from the course without further warning. Given the negative effect your absences can have on a class or ensemble, such a withdrawal is entirely justified.

VCU is fortunate to have a basketball program, for which the VCU Peppas perform. Note that if the team were to do really well in the season and tournament, a Peppa member also in jazz ensembles could be out of JO or SJE rehearsal frequently from mid-March through early April. A student missing the resulting number of ensemble rehearsals obviously can’t receive the same grade as someone present for, say, four weeks of rehearsals. There’s also potential impact on sectional rehearsals, the JO II’s late-March concert, and the JO I’s early April concert with a guest artist.

Peppas members must keep in mind that academic classes, including the jazz ensembles, can thus prompt reason for a given student to decline going on a tournament tour if their absence(s) would jeopardize their grade as well as the performance of the jazz ensemble of which s/he is a member. Note that there is no Peppas penalty for missing a trip due to class conflict.

Finally, every chair is replaceable: no ensemble member is too important that s/he cannot be dismissed for lack of responsibility and/or progress, even on concert day. For example, a very few Jazz Orchestra I members dismissed from concerts, national tours, guest-artist rehearsals, recordings, and/or the credit-course in recent years include the chairs of guitar, bass, drums, and saxophone.
Again, *don’t let this be you!* Your dismissal may follow a private and/or ensemble-wide review of your conduct and progress prior to the decision.

**EXTREMELY IMPORTANT:** Attendance at your VCU Jazz classes and ensembles is not the only attendance issue. It is most important that you take care of business in your other ensembles, classes (including non-Music), and lessons (jazz and otherwise). If you do, you’ll find your instructors far more willing to assist your making up work and attendance missed during these occasions—including JO I soundchecks on non-rehearsal days. If not, you’ll find yourself in a very tough predicament. Also note that VCU wants you to remain visible onscreen during Zoom classes. Develop the skills of leadership and cooperation so vital to survival in the outside world!

Expect to be held to as high a standard as—or to even a higher standard than—students are within the rest of the Music Department.

**PARKING/BUSSES**
VCU has a “No Car Protocol” for first-year residential students (<https://students.vcu.edu/freshman-parking>). Competition for street-spaces may simply increase.

Since VCU is an urban campus, you should be aware of the strict parking limitations in force. The one-hour-zoned parking areas around VCU were substantially enlarged in Spring 2009, the fines were increased substantially in Spring 2010, and two-hour zones metered in 2013. While there are open pockets, it’s getting much harder to park around VCU. Residents have met about expanding the zones further, even expanding the prohibitions into the weekends. This does not change your attendance requirements, and your instructors are not obligated to excuse you for breaks from classes, lessons, or ensembles to move your car.

Parking in the Fan District without a permit is limited to 1 or 2 hours as posted from 7a to 9p, Monday-Thursday, and from 7a to 6p on Friday. A Fan Parking Decal (sold only to residents) is required to park in excess of 1 hour during these times. Parking on nearby West Avenue is even more restricted from 7a to midnight seven days a week in the following areas:
- West Avenue (1000-1500 blocks);
- Birch Street (from Park Avenue to alley between Franklin and West); and
- Boyd Street (from Park Avenue to alley between Franklin and West).

The neighborhood association may yet seek to expand those restrictions to include *all* of Zones 1 and 2.

The good news is that VCU students, faculty, and staff can ride the city bus system for free! Riders should continue to present their GRTC GO Pass, receipt, and their VCU ID when riding the Pulse (the express route along Broad Street). So if you live far away you could choose, if you wish, to bus in all the way or to drive towards VCU, park your car near a bus stop outside the restricted zones, and bus the rest of the way in—and back. Busses also have bike racks outside their front end. Busses generally run every 25-60 minutes or so during the daily commute and then back off to every hour as it falls dark, then cease altogether. For more information, visit <https://parking.vcu.edu/transportation/grtc/>.

Also note, as it’s worth your wallet, that while many students choose to move their cars hourly a couple of blocks away within the zoned parking so that they won’t be parked in one place for more than an hour, the City of Richmond will ticket you as having parked illegally (unless you have
crossed from Zone 1 to 2 or vice-versa). The law requires that your car be within the one Zone for no more than an hour from the morning start to the evening end of that Zone’s time. There’s nothing in the law about moving your car at least 300 feet or the like: that Zone is blocks wide. (You can find the Zone maps at <https://www.rva.gov/public-works/fan-district-2>.)

In fact, your Director of Jazz Studies once parked his car in Zone 1, left under an hour later for an appointment, then returned several hours later to park again in Zone 1 but several blocks away from his first spot. Less than an hour later, he returned to find a ticket. Mystified, he called the city and learned all of the money-saving information above.

So while moving your car may indeed lower your odds of getting spotted by the parking police, if they do spot your car and make the link to its earlier presence a few blocks away during the same day and Zone, they will ticket you; and you will not win any appeal in court.

VCU STUDENT FERPA CONSENT TO RELEASE CONTACT INFORMATION
The Commonwealth of Virginia recently passed legislation that restricts access to student contact information by the public as well as by fellow students. Effective July 1, 2018, Code of Virginia § 23.1-405(C) prohibits a university from disclosing a student’s email address, physical address or telephone number under the exception in the Family Educational Rights and Privacy Act (FERPA) for directory information or the Virginia Freedom of Information Act (FOIA) (§ 2.2-3700) unless the student has approved the disclosure in writing. An apparent exception is that faculty can share student contact information with other students in the same class.

That applies to any educational institution providing student contact information to individuals or organizations looking to hire student musicians for performances: Thus the Director of Jazz Studies and other faculty can only disclose contact information of students who have provided The Music Department written permission for us to do so. Without this Consent Form completed, your contact information will not even appear on the rosters of jazz-interested students provided by the Jazz Program all our ensemble students early each semester.

VCU’s Department of Music has developed a “Student FERPA Consent to Release Contact Information” form by which students may provide permission for us to disclose their contact information. Paper forms are available in the Music office for students to complete and sign; they are also included near the end of this Handbook. Forms may also be available at Fall jazz ensemble auditions. Students may later revoke their consent at any time by submitting a “Revocation of Consent” form.

VCU HONOR SYSTEM/SOTA CONDUCT POLICY/EMERGENCY POLICY
All class, lesson, and ensemble assignments and responsibilities are subject to the VCU Honor System. Students’ responsibilities under this System include refraining from committing any act of cheating, plagiarizing, facilitating academic dishonesty, abusing academic materials, stealing, lying, or soliciting others to engage in any of the above: and reporting every instance in which the student has a suspicion or knowledge that academic conduct which violates this policy or its spirit has taken place to the faculty member responsible for instruction, or to a member of the Graduate and Professional Student Honor Council, or to an Honor System Faculty Coordinator for the Undergraduate Student Honor Council. Faculty members’ responsibilities include understanding how faculty are to handle suspected instances of academic dishonesty and developing an
instructional environment that reflects a commitment to maintaining and enforcing academic integrity.

Failure to comply with the Honor System can reflect negatively on your course grade. Students are required to become familiar with the VCU Honor System and adhere to guidelines. Review the policy at <https://conduct.students.vcu.edu/vcu-honor-system/>.

The School of the Arts demands a standard of behavior consistent with the expectations of professional practice. An incident may occur that appears to be a serious breach of professional ethics, although it is not covered within university standards. These behaviors include unethical, unprofessional, or other behavior not consonant with the standards of the profession. Failure to comply with the School of the Arts Conduct policy can negatively affect your standing in any course.

In the event of an emergency, remain calm; use common sense; and give assistance as needed. Call the VCU Police at 828-1234 or the Richmond Police by dialing 911. Evacuate buildings immediately upon request of authorities, upon hearing an alarm, or when remaining inside is dangerous or life-threatening. Know the location of at least two emergency exits close to your working/living areas. Do not use the telephone except to report the emergency situation. Do not use elevators. Do not jeopardize your life and the lives of others by attempting to save property.

In advance of any emergency, be prepared! Sign up to receive VCU text messaging alerts at <www.vcu.edu/alert/notify>. Know the safe evacuation route from each of your classrooms. (Emergency evacuation routes are posted in on-campus classrooms.) All VCU personnel are reminded to report all suspicious activities to the VCU Police as well as to local law enforcement. VCU has procedures in place to report to City, State, and Federal law enforcement agencies. For further information, visit <www.vcu.edu/alert>.

MODEL RELEASE FORM
Ensemble directors and/or the Director of Jazz Studies typically will seek from student members a signed Model Release Form so as to obtain consent for use of your image within PR we send out regarding VCU Jazz activities. It is included near the back of this Handbook and often within ensemble syllabi. Please consider signing and returning one. Do note that not all images of you require your consent to publish.

CLASSROOM TEXTS/MUSIC IN FOLDERS
Your ensemble may contain expensive, sometimes irreplaceable music. Students who lose a part will be required to copy out a legible (as defined by the director) replacement part from the score unless a published replacement part can be readily obtained, in which case the student will repay the cost of the replacement part. If there is no score and no published replacement part for music borrowed from the VCU Jazz library, the student will be assessed a minimum of $20, the proceeds going to the Jazz Studies budget. Note that losing an irreplaceable part can mean removing the entire piece of music from the Jazz Orchestra performance repertoire!

SMALL JAZZ ENSEMBLES
Each SJE is run differently, in the style of the given instructor assigned.
• Some SJE(s) aim to cover a large number of tunes within a semester, as our curriculum does not offer a specific repertoire course. It is not uncommon for such an SJE to explore twenty or more tunes during a semester, then targeting certain tunes for performance.

• Some SJE(s) require that each student compose or arrange music for the ensemble, even if it is a first-time experience. In addition to providing a musical laboratory for the student writer, original arrangements and compositions typically provide any ensemble the core of its identity.

• An instructor may decide that the SJE should take on a theme, primarily or exclusively: perhaps “Blue Note” or “Monk” or “Latin.” However, it is up to the instructor to assess whether such a theme would best serve the individual and collective educational needs of the SJE members.

• Small Jazz Ensembles are welcome to occasionally swap a member with another SJE in order to provide fresh ideas so long as the SJE instructors agree that group progress is appropriately sufficient to sustain a swap.

• SJE instructors can swap equal durations of time supervising another’s SJE, schedules permitting.

The opportunity to share or exchange instructors or students for a rehearsal—or to establish a theme—is not a student right; it is a privilege that the instructor may extend at an appropriate time.

**REHEARSAL EQUIPMENT/PRACTICE-ROOM ACCESS/MC 1003 PIANO MAINTENANCE**

We typically consider Jazz Orchestra and Small Jazz Ensemble rehearsals to be “open-door”—even when the door is closed—space-permitting—for your observation.

If you have been authorized to check out a VCU instrument for JO or SJE use, note that VCU Music is now using the VCUarts checkout system. While all Music majors will be added to the rolls automatically, they must log in the first time at <https://checkout.art.vcu.edu/dashboard> to activate their account before they need to check out an instrument. Non-majors approved for ensembles will be noted to Curt Blankenship for addition but will still need to log in the first time. Please note that VCU instruments are not available to you for non-VCU-ensemble performances. There are signs posted within the Music buildings that point out that you could actually be arrested and charged with a crime if found using a state-owned instrument on a non-VCU performance. Please observe!

Various rooms are equipped with instruments, amplifiers, and stands for VCU Jazz ensemble rehearsals. *Students are not to remove such items* from these rooms for personal rehearsal or performance. Individuals violating this policy deprive others of proper rehearsals: it is extremely frustrating to musicians to show up and discover the snare is not in the room, the hi-hat clutch has been removed, the amp is missing, or there aren’t enough music stands. Students found violating this policy will be disciplined and their access to such equipment limited.

VCU Music provides stands only for its larger ensembles, for which MC 1003 is stocked, including with the red stands purchased by VCU Jazz. However, MC 2014 has been stocked with a number of blue stands for Small Jazz Ensemble use. Students should be prepared to provide their own music stands if more are needed and are not to remove VCU stands from MC 1003 or 2014. *JO sectionals outside of MC 1003 or 2014 must use their own personal music stands, not the red VCU Jazz stands.*
There is a default setup for both MC 1003 and 2014, each posted inside the door. Please restore the room to this setup when leaving it.

**MC 2014:**

*This places all guitars on one wall between the piano and guitar, with the vibes on the opposite side of the drums. It simulates the actual concert setup fairly closely, given the shape of this room. The horns can face either way, and during final rehearsals certainly face away from the drums so as to get the feel of the stage.*
On many occasions both JOs rehearse in the Concert Hall so as to get more familiar with its sonic and visual setting. Guitarists, bassists, and drummers of both JOs are to coordinate their equipment use so that one team sets up and the other tears down. Do not leave equipment overnight backstage in the Concert Hall unless authorized by the Director of Jazz Studies.

Students who leave their own equipment within VCU Music practice rooms do so at their own risk: it is not suggested, and it is often inconvenient to those who follow you in the room. Make sure your equipment is clearly labeled, possibly engraved. (Drummers: see specific bullets following.)

Frequently students request use of MC 1003 or MC 2014 for their own rehearsals or jam sessions. The Director of Jazz Studies approves uses on the basis of ensemble size, student involvement, and priorities for the room; but there are procedural and even legal restrictions on their use, as well as scheduling to avoid sonic conflict with recitals upstairs whenever possible. Should you be issued key access to any room for a specific purpose, do not interpret or expand that access to apply to any other uses of or time slots for that space. This is necessary for your own protection. For example, if any equipment disappears, and it is learned that an unauthorized user was in the room, the investigation is going to target the unauthorized user first. You don’t need the focus of a police investigation on you.
Quoted from the Music Department Chair, May 2005: “No one is to be using university facilities unless s/he is a registered student or participating in a VCU-sponsored event (or has rented the facility with VCU permission). Students who are not enrolled in the summer are not to be using VCU facilities or equipment. Just having one student register and oversee a session will not suffice: all participants would need to be registered students.”

Typically for the first week or so of the semester the practice pods in SPAC and MC are open-access for you so that you can prepare freely for auditions. After ensemble memberships and private-studio rosters are determined, you’ll find the pods locked: accessible only to students whose key-cards are coded for access as a Music major, private student, ensemble member, or any of the above. You can find such forms as a Practice Room Access Form and Practice Room Reservation Form at <https://arts.vcu.edu/academics/departments/music/for-current-students/>. I believe the latter allows you to reserve 30-minute increments of practice-pod time, up to six hours a week. (So perhaps you book a half-hour now, later a two-hour slot, some other time an hour, etc.) Please note that this is for active practice. If you park your things in a pod and walk away for some 10 minutes or more to hang out, someone else rightly will take over the pod and put it to good use!

You will of course be able to walk up to just about any available pod and use it spontaneously until a time booked by someone else. So after audition week is over, when you enter a pod, I’d suggest you get online and book that pod for your current use so that someone else doesn’t book it out from under you.

Note that this reservation system does not pertain to non-carded rooms such as MC 1014.

Drummers/vibists who are SJE members may request a key to MC 2014 from Curt Blankenship for their use in practicing drums or vibes. Please note the following:

- Neither MC 1003 nor MC 2014 is your locker room; you are not to store your own equipment there. Problems arise when others need the room, when visitors are shown, when auditions are held (of which you may not be aware), and more. If you are performing on a steady calendar of VCU Jazz recitals and ensemble performances, please ask the Director of Jazz Studies as to whether a temporary exception is possible.
- The drum practice room (MC 2002B) should be your first on-campus choice for set practice; MC 2014 is a backup. Both are stocked with a drum set (minus cymbals, clutch, felts).
- You must keep the door locked at all times you walk away, even if only for a minute. There is expensive and small equipment in that room that can disappear too easily—including drum set parts.
- You are welcome to host other VCU musicians for jam sessions in MC 2014, as well as your SJE for additional ensemble rehearsals. However, due to liability issues (see above), our facilities are not available to non-VCU students without Department approval. Furthermore, the Music Department does not allow its space to be used, even by its own students, simply for the purpose of practicing for an external gig; so be mindful of your use of that room.
- Do not lend out your key to other persons, even VCU students (with the possible exception of giving your other SJE members a few minutes ahead of your joining a rehearsal). Doing so exposes you to financial liability for the contents of the room.
- MC 1003 is not available for student rehearsals/jams without the permission of the Director of Jazz Studies.
The piano in MC 1003 is a fine instrument and will stay in tune longer with the following attention:

- Unless the lid needs to be open for rehearsal, close it so as to keep the instrument more humidified. All students, not just pianists, are encouraged to close the lid if they notice it is open and not in use. Take care to carefully close its music desk and fallboard: don’t force it. If you don’t have experience, seek someone who does.

- The piano is equipped with a Dampp Chaser system. When the light is blinking, it needs refilling with water. This takes some focus, as the intake tube is small and located between the piano and the whiteboard. A suitable cup is stored nearby for refilling at the water fountain down the hall.

Lastly, the Music buildings are to be open for specified hours, after which the doors are locked but students inside can remain practicing. Typically several times a year the university security personnel shifts over to someone completely unaware that Music students can practice after hours; and what follows has ranged from a polite expulsion of students from the buildings to on occasion a rather intimidating, formal detention.

Please keep your student ID card on you whenever you are on campus. Should such a problem arise, be polite and cooperative: it is only one night of several hundred a year. The next day, notify Curt Blankenship (VCU Music Facilities Manager) so that he can contact VCU Police and reassert the policy making the buildings available to our students after hours. The VCU security team has our best interests in mind, and we should work together to make the campus as secure as possible.

INCLUSION & DIVERSITY, SEXUAL HARASSMENT

Gender discrimination and sexual harassment are unacceptable at VCU. Period.

VCU wants majorities and minorities to feel comfortable in its classrooms. To quote from past listings at <www.inclusive.vcu.edu>: “Diversity encompasses those who are different and similar by such characteristics as race, age, color, ethnicity, gender, sexual orientation, gender identity, religion, national origin, disability status, political affiliation, veteran status, and socio-economic background. Diversity also includes differences in backgrounds, ideas, thought, values, and beliefs. Diversity is also associated with principles of inclusion and the creation of safe and supportive environments where differences are respected, particularly with regard to historically underrepresented groups and legally protected categories to which individuals may belong.”

Students or faculty who violate this principle make others around them uncomfortable in the academic environment. For example, VCU faculty should not be proselytizing their political views in the classroom: violating this principle creates an environment in which the only students who are fully comfortable in the classroom are those who visibly agree with the professor.

If your professor makes your environment uncomfortable in any way as a minority, you can choose either to do nothing, or to speak to that instructor, or (in the case of VCUarts classes) to share your concern with the VCUarts Director of Diversity, Prof. Holly Alford, who has an office in the Pollak Building (office 827-3476, <artsinclusive@vcu.edu>) and may be able to assist you. Beyond VCUarts classes, the university’s contact is Dr. Aashir Nasim, Vice President for Inclusive Excellence (office 828-8947, <inclusive@vcu.edu>).

Virginia Commonwealth University is committed to providing accessible and equitable living, learning, and working environments free from discrimination and harassment. If you have
experienced prohibited conduct, you may report it to the university, law enforcement, or both. VCU urges any person with knowledge of an incident to report it immediately using the options noted at <http://equity.vcu.edu/titleix/report.html>.

CONCERT ATTIRE
Student attire is coat and tie for men for all Concert Hall and Recital Hall/concerts/convocations by JOs or SJEs, no matter what your instrument may be, unless announced otherwise by the Director of Jazz Studies. If Max Roach or Ray Brown could wear a suit while playing outrageously difficult or swinging music; so can you. Specifics are as follows:

- All students: No hats, athletic shoes, or sandals.
- Men: Coat and tie, collared shirt, dress pants.
- Women: The above, or dress slacks and shirt, or knee-length or below dress/skirt and blouse.
- Students who do not identify as men or women may choose attire from either above.

No particular color is required so long as not distracting from the music. Similarly, ensure that any clothing will remain appropriate when viewed from the audience’s vantage point some ten to twenty feet below you.

Students not dressed appropriately will not be allowed to perform on stage. Entering the stage appropriately attired and then removing your coat (a common desire for bassists and drummers) is not acceptable for Jazz Orchestra and Small Jazz Ensemble concerts.

Student (and faculty) recitalists can waive the above restrictions for their own recitals, even those involving JOs or SJEs. However, you are still officially representing VCU Music; so ensure that the attire is professionally appropriate—no jeans, shorts, t-shirts, athletic shoes, hats, or the like. The Jazz Studies faculty may include your appearance in their evaluation and grade of your professional presentation to the public. Attire for JO and SJE outreach concerts will be announced as they arise, with coat and tie being the default standard.

This policy is not in place because all jazz worldwide should be played by men in coat and tie; it is in place to eliminate the question of concert attire for VCU Jazz—and because publicity photos may be taken at any time. The concert is not supposed to be about the clothes: it’s supposed to be about the music. As soon as a performer decides arbitrarily to change the attire, s/he’s distracting the audience from the music. Send messages by your playing, not by your clothing.

Men: If you don’t have a formal jacket that fits you well enough to perform in, get one. Keep your coat on throughout the concert, unless waived by the Director of Jazz Studies because of unusual hall temperatures. Doing otherwise send the message that you are unemployable for coat-and-tie gigs—which is a large percentage of your potential career! There are a number of Jazz students over recent years who have not received referrals from the Jazz Studies Program for external gigs because their concert attire is substandard for paid engagements: it’s just business.

CONCERT EQUIPMENT
For concerts/convocations involving multiple ensembles, the guitarists, bassists, and drummers must coordinate in advance whose equipment will be shared so that amps and drum set need not be moved between ensembles. There is usually time for cymbals to be exchanged if necessary.
The same players must make arrangements for their instruments/amps to be in place on stage or backstage between 12:30-1p for Convocations—and certainly prior to a half hour before curtain for evening performances (if not earlier for a sound check). Persons approaching jazz faculty 10 minutes before downbeat for key access to rooms holding amplifiers or any other needed equipment should expect an uncooperative, blank look befitting the occasion. If you need assistance, request it days in advance.

In the past, some students have been surprised that the concert would proceed on time despite their equipment not being in place. Recording studios, television, radio, and live venues expect you to deliver on time. If you can’t handle the set-up, get someone who can—or start considering an alternative career!

**CONCERT SET-UP/SOUND CHECKS/TEAR-DOWN/PR**

VCU Jazz concerts require student volunteers for set-up and tear-down. Expect that you will be asked to serve for concerts in which you are and are not a performer. Most duties are arranged via e-mail. If you are a Jazz major and/or a Jazz Orchestra or Small Jazz Ensemble member, you are required to check your e-mail address at least weekly. (VCU provides you an address at no charge.) If your e-mail address changes, update the Director of Jazz Studies.

There are some 30,000 students at VCU (approximately 21,000 of them undergraduate) and some 1,800 faculty. With 32,000 in the university population, we would have an overflow crowd in Vlahcevic Concert Hall if we could convince even 2% of the campus to come! So do your part to promote every VCU Jazz concert. Prior to each JO and SJE concert, the Director of Jazz Studies e-mails out related e-flyers and the VCU Jazz E-Newsletter to over 2000 e-addresses and to over 30,000 VCU contacts. Electronically forward the appropriate information to your own friends. If you’re involved in a social network such as Facebook, Twitter, and Instagram, get the word out to your colleagues. When you receive printed flyers, post them. Build your audience!

Sound checks are a complex matter and demand your professional level of cooperation:

- Be on time and ready to play. Failure to do so is subject to the policies of your ensemble’s syllabus and may thus affect your grade and/or your performing on the concert.
- Once the check begins, do not play unless asked; and keep conversation to an absolute minimum.
- When asked, play into the mics at performance volume; and do so positioned appropriately for the mic: brass bells typically about 4”-6” away, leaning back when punching louder notes—flutes’ mics on your nose, pointed slightly down towards your instrument.
- If asked to demonstrate the monitor level of a monitor near you, do not shout instructions unless unavoidable. Illustrate via thumbs-up, thumbs-down, or the “OK” sign; and if pertinent to hearing one instrument rather than another, alternate pantomiming the instrument with your hands.
- Expect bright lights, odd sounds, and sometimes uncomfortable temperatures. Keep any complaints to a minimum: you’ll experience far worse in the real world.

Note carefully any “call time” your ensemble director may announce to you to be backstage prior to “curtain” for the performance. If you want to work as a musician, respect the fact that you can lose work if you make the contractor nervous—and in this case, your ensemble director is your contractor. Don’t assume that your watch is synchronized to your contractor’s: be early. Once there
pre-concert, do not leave the designated locale (usually backstage) for water, bathroom, car-moving, phone calls, or the like: your absence means the same thing as it would had you been late. Take care of business!

Want to learn more about running a jazz soundcheck? Check out the article and videos at <https://garciamusic.com/educator/articles/big.band.soundcheck.html>.

**CONCERT PROGRAMS & TIMINGS**
The Jazz Program provides a percentage of music for Convocations. This is an excellent opportunity to present performances of and beyond the Small Jazz Ensembles. The early Convocations of the semester usually feature ad hoc solo, duo, or trio student performers, with the later Convocations featuring selected SJEs. If you are interested in performing within a solo, duo, or trio for Convocation, please review the dates in the VCU Jazz Calendar and contact the Director of Jazz Studies as soon as possible.

In advance of most concerts/convocations, the participating performers turn in the titles and composer/arranger names for their program. These details provide the external composers an opportunity to receive performance royalties. The performers also receive specific time-limits as to the duration of their music on stage. This is not because all jazz should have time-limits: the policy allows the multi-ensemble evening concerts to be of reasonable length for the audience, also allowing students to get to their classes promptly after Convocation. It is also practical experience for you: recording studios, television, radio, and many live venues demand that your music fit within an allotted time. All musicians should hone this skill among their many talents.

**TOURING, RECORDING, & PER DIEM**
On occasions when a VCU Jazz ensemble might tour, the Jazz Program may provide members with an appropriate sum of money, known as “per diem” (per day), to defray or cover food expenses. Note that per diem is a privilege, not a right. Should your conduct not be proven to be up to the high standards set, the Jazz Program is under no obligation to provide you with the same (or any) per diem as any other member of the ensemble. This is no different than the policy of most professional touring ensembles, which penalize infractions via your wallet. Also note that per diem is never to be applied to the purchase of alcohol, even if you are of age.

Again, it is most important that you take care of business in your other ensembles, classes, and lessons (jazz and otherwise) before and after any tour or recording dates: attend and do well! If you do, you’ll find your instructors far more willing to assist your making up work and attendance missed during these occasions. If not, you’ll find yourself in a very tough predicament.

**GUEST ARTISTS**
It is important that guest artists come to VCU and revitalize us all with their talent and instruction; and it is just as important that they leave VCU aware of the quality of our students so that guests can then serve as ambassadors for VCU to other professionals in the field. Be sure to extend our guests every courtesy: this includes taking extra care to be punctual at such events as rehearsals and lectures that may not be come-and-go-as-needed (versus many guest events that are more flexible).
The Director of Jazz Studies receives solicitations from potential guests artists on a weekly basis and welcomes suggestions from faculty and students. Rotating jazz studio areas (jazz sax, trumpet, trombone, guitar, piano, bass, and drums) plus the arranging area are extended a modest sum per year for which respective studio faculty lead the way towards spending proposals, including visiting artists (all subject to the Director’s approval before any invitations or fees are extended). Thus the studios take over a good deal of the initiative in creating guest-clinic momentum at VCU so as to ensure that all areas receive some specific attention.

In January 2009 the Music Chair and School of the Arts Dean clarified policy regarding students taking lessons from guest artists: “Students may take a lesson with a visiting guest artist. Payment is to be made in cash from the student directly to the artist. This does not apply to anyone who teaches on the music faculty, whether part-time or full-time.”

Note that the presence of a guest artist may influence the repertoire for a given concert. The Jazz Orchestra I, for example, often performs with guests and presents the music they provide. This may on occasion limit the range of an ensemble’s repertoire even as it provides outstanding new opportunities for student growth. Over a period of four years and multiple VCU Jazz ensembles, students should find a variety of repertoire and experiences.

Jazz is an art learned across instruments; so attend as many workshops from different perspectives as possible. If you’re a drummer, for instance, don’t preoccupy yourself with how many guest drummers you get to study with at school. You would be making a big educational mistake:

- From a getting-hired standpoint, the musician who has likely the least to do with getting you hired is another drummer. Sure, one might call you to sub. But there are likely three to six non-drummers (or more) on every gig; and mathematically, they’re the ones who are most likely to call you after they hear you on a gig.
- Your interacting with a VCU guest bassist or saxophonist or other non-drummer is more likely to get you your big break than interacting with a great drummer. Case in point: Nate Smith, who is bassist Dave Holland’s drummer in the ensemble many critics and fans have voted as the top large and small ensemble, best album, etc. Nate was a drummer in the VCU Jazz Orchestra I when Dave Holland guested here. A while later, Dave called Nate to join his band. Case in point: Alvester Garnett, who, through his work at VCU, successfully auditioned into Betty Carter’s Jazz Ahead Program, where Betty heard him. On the day of his graduation—the day of his graduation—he received a call from Betty Carter and from Abbey Lincoln to tour with each. He went with one and eventually also the other. Now he tours with Regina Carter, the jazz violinist so acclaimed that she is the only jazz musician and the only woman to play the famed Paganini violin—and later she received a MacArthur Foundation “genius grant.” In short, Nate and Alvester got to work with great VCU guests of all instruments; and those experiences paid off.
- From a musically educational standpoint, as wonderful and important as it is to study with guest drummers, there’s probably no musician more crucial to your development in the rhythm section than the bassist.
- And then there are the guest pianists, horn-players, arrangers, etc. Do you recognize, for example, that the typical person hiring musicians for a studio recording session is the arranger? It’s so crucial to understand what composers/arrangers seek and how to deliver it.

That’s just a thumbnail from the standpoint of the drummer; you can apply it to your own instrument. In short, it’s not how many, it’s who and why. It’s not how many guests on your instrument, it’s how many guests of any sort that can change your life forever for the better. We’re in
that business of changing your life for the better, and we don’t discriminate by instrument as to who will assist you in doing it.

Finally, the best way to send a message that you want jazz guest artists here is to attend their events!

**Jazz Juries/Achievement Levels/Core Courses/Lessons**

Eight “Achievement Levels” have been established for applied instrumental and vocal study, in the Jazz Area, each semester’s jury or recital grade is tied to the Jazz Levels provided. These levels are explicit in terms of expected repertoire, musicianship/style, technique, and sightreading. The achievement levels required for graduation with a B.M. in Jazz Studies are IV in classical studies and VIII in jazz.

All Jazz Majors enrolled in lessons on their primary instrument should perform Jazz juries or recitals in a given semester. Juries will usually be in MC 2014 and nearby rooms. Slots are determined by the availability of your applied instructor; be sure to sign up in the applicable slot. Sufficient slots will be posted for each studio. If your ideal time is not available, contact the student in your studio who already has the time slot that works for you; and attempt to trade times. If you have an exam conflict, contact your applied instructor, as it is impossible for the faculty to predict your exam schedules. Do not expect easy solutions at the last minute!

The most common reason for delays on jury day is the lack of a prepared and legible jury form. Please ensure that when you enter your jury, you have completed three copies of the form. The form is downloadable from the VCU Music web site at [www.arts.vcu.edu/music/students/forms-resources](http://www.arts.vcu.edu/music/students/forms-resources). You must type in the jury data provided you by your studio teacher and then print several copies for the jurors’ use.

The following policy was adopted by the Music Department. It clarifies when juries are and are not required, mandates their effect on the final course grade of private lessons, and dictates limits as to how much time a student has to pass various Core Courses and Achievement Levels. Please read it very carefully:

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* * * * *

- Any student taking a level-bearing [required 2- or 3-credit] applied lesson course is required to take a jury in that semester. In all cases, the jury will be considered an examination.
- For non-recital jury examinations, the university grading system of “A-F” applies. The jury examination grade will be counted as 25% of the student’s semester grade in the respective applied lesson. [After factoring in the jury grade,] all Applied Lesson courses designated for levels require a minimum grade of “C” to advance to the next course in the sequence.
- In recital semesters (APPL 416 and 418), the course grade will be based upon two criteria: average of the lesson-grade, and a recital-assessment of Pass. An assessment of Fail for the recital will result in a grade of “F” for the course, regardless of the lesson’s average grade.
- All Music majors are required to pass each successive Level-bearing course required for their degree program within any two-semester period (not including summers). For Jazz majors this means one Jazz Level and one non-Jazz within any two-semester time period.
- All Music majors are required to maintain a cumulative GPA of 2.0 and pass at least one applied Achievement Level within any two-semester period, also passing Theory I & II and Aural Skills I & II by the end of the fourth semester. Any student who fails to meet or
Students who successfully perform a required recital do not have to play a separate jury. Also remember that jury does not equal Level: that it is possible to pass one’s jury but not advance to the next Level of study—or conversely, to fail one’s non-recital jury yet pass the course and advance to the next Level. Since a sample student may have a stronger or weaker A, B, C, D, or F heading into the jury, and since instructors’ numeric grading scales (if any) may vary, the following is illustrative but not exact regarding non-recital semesters (as recitals are assessed Pass/Fail):

<table>
<thead>
<tr>
<th>Student pre-jury has grade...</th>
<th>...gets jury grade...</th>
<th>...perhaps yielding course grade...</th>
<th>...perhaps yielding Level (Y or N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A</td>
<td>A</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>A</td>
<td>A</td>
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<td>C</td>
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<td>D</td>
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<td>D</td>
<td>No</td>
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<td>C</td>
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<td>F</td>
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</tbody>
</table>
Note, therefore, that while a juror may be inclined to inform you immediately after your jury that you have attained a specific jury grade, faculty in many cases would find it impossible at that time to factor the jury grade into a student’s Applied course grade so as to offer an accurate projection as to whether or not the student passed the Level sought that semester.

The following examples will provide you multiple (but not all) hypothetical scenarios that further illustrate the above policies. Note that Department-wide, all juries are graded; and all non-recital jury grades are factored in as 25% of the final lesson grade:

**Student A** is a Jazz Studies major and thus taking the required 2-credit jazz lesson. S/he will perform a jury towards attaining a Jazz Achievement Level at the end of each semester of study (unless accomplished via the successful completion of an official recital), at which time that jury is factored as 25% of the student’s final lesson grade.

If **Student A** is approaching a required jury but seems not to have made adequate progress towards a Level (thus performing limited or less-demanding repertoire and skill-studies), s/he must still perform the required jury (which in turn is factored as 25% of the student’s final lesson grade). However, s/he will not advance a Level that semester without earning a grade C or higher in the course.

**Student B** is an elective student (not pursuing a Jazz Studies major) taking a 1-credit jazz lesson. This student is not required to pursue the same Levels as a Jazz major or to take a Jazz jury.

**Student C** is a student pursuing a Jazz Studies major but has not maintained a cumulative GPA of at least 2.0. **Student D** is a freshman or sophomore pursuing a Jazz Studies major but has not earned at least one Applied (classical) Achievement Level within the past two semesters. **Student E** is a sophomore (or beyond) pursuing a Jazz Studies major and has successfully achieved the required Levels but has not passed the freshman-year coursework of Theory I & II and Aural Skills I & II by the end of the fourth semester. **Student F** is a Jazz Studies major but has not earned at least one new Jazz Achievement Level within the past two semesters. Any student who fails to meet or maintain the above standards is subject to be discontinued from the Music Department. Once discontinued, any student who wishes to be readmitted to the department must apply.

**Student G** performed a required recital for which s/he received an assessment of Pass. The lesson’s course grade will be the average of the lesson grades throughout the semester, which may or may not result in passing the course and thus an Achievement Level. **Student H** received an assessment of Fail for the required recital and this does not pass the lesson-course or the Level.

If you have questions about the above policies, you may clarify them with Prof. García or with the Music Office.

If students and teachers are agreeable, if schedules allow, and if students’ progress towards Levels is appropriate, a number of options can be explored to provide additional learning opportunities:

- A pair of studio teachers could swap a student for one lesson. The student could be of the same instrument (i.e., sax to sax) or of different instruments (the sax student swapped to the drum teacher, the drum student swapped to the sax teacher, each student remaining on his/her instrument while collaborating with the new teacher).
• A pair of studio teachers could combine a pair of their students for a shared lesson (i.e., a drum and bass student, or a trombone and piano student, receiving a lesson together from both instructors).

• In all cases, opportunities are faculty-driven: the studio teachers make the decision as to whether the student would benefit from such instruction at the given time.

The opportunity to share or exchange instructors for a lesson is not a student right; it is a privilege that the student’s instructor may extend at an appropriate time.

If you are electing lessons beyond your requirement, be aware that effective Fall 2011 VCUarts has specified a course fee attached to a one-credit elective lesson (APPL 200, fee approximately $500.00).

If an instructor instead believes that the student needs an additional semester of lessons in order to rise to the required Applied skills called for by the related Level, the instructor cannot simply prescribe additional semesters of lessons at his/her sole discretion, incurring Department expense. One option is that the instructor (or advisor) may submit a request to the Music Chair on behalf of a student for additional course work (APPL 310) with a justification that addressed why the Department should subsidize additional coursework not required for the student’s degree program.

An alternative option for such a student is to take the fee-bearing course (APPL 200), paying the fee per credit to pursue study beyond the degree requirements. As with any course decision, the adviser should always be consulted before a student registers for APPL 200. Student and adviser would need to be wary of such a registration causing harmful delays to the student’s progress in the rest of the degree program. The student would still be subject to the Department’s policy of passing a Level at least once every two semesters.

**RECITAL DEADLINES, PERSONNEL, ATTIRE, FACULTY FEEDBACK, & MORE**

**SCHEDULING**
Consult the Music Department Handbook regarding scheduling recitals.

Effective Fall 2018, Junior Recitalists are to combine pairs of Junior Recitals into adjacent half-hours or shared hours so that we can maximize the use of our facilities. However, Jazz Junior Recitals are paired only among Jazz students in order to facilitate an appropriate jury presence (details further below).

**RECITAL CONTENT**
In April of 2005 the Jazz faculty met to clarify the recital requirements as follows:

**Junior Recital**
1. Half-hour performance
2. Solo transcriptions, improvisations, and small-group arrangements (defined further by the instructor of the given instrument) with a central role by the recitalist on each selection
3. All selections to be pre-approved by the faculty
4. Evaluated subjectively on the basis of many factors including tone, time, technique, harmonic and melodic control, style, drama, overall effect, and overall musical progress

**Senior Recital**
1. Approximately one-hour performance
2. 10-20 minutes’ solo repertoire and/or transcription performances (defined further by the instructor of the given instrument)
3. 20 minutes’ improvisations on various selections with a small jazz ensemble (defined further by the instructor of the given instrument)
4. 20 minutes’ self-arranged material (each selection approved by either the studio instructor, Jazz Arranging instructor, or Director of Jazz Studies)
5. Evaluated subjectively on the basis of many factors including tone, time, technique, harmonic and melodic control, style, drama, overall effect, and overall musical progress

As noted earlier, in recital-semesters the lesson-course grade will be based upon two criteria: average of the lesson-grade, and a recital-assessment of Pass. An assessment of Fail for the recital will result in a grade of F for the course, regardless of the lesson’s average grade.

Please note the following regarding your solo repertoire and/or transcription performances of your Senior Recital:

- Your instructor has latitude in the selection. Some instruments/studios are more suited for extended a cappella works. For example, most student brass players aren’t going to play 10 minutes alone as a featured piece or within solo transcriptions. Instead, there are several portions of the recital during which they are the only individual performing during that segment of a given musical work.

Please note the following regarding your composition and arranging elements of your Senior Recital:

- The writing quotient of your presentation has to be more involved than merely creating a lead sheet (which might generate only a minute of credit for a five-minute performance): you’re expected to leave your “mark” on the piece utilizing periodic techniques of reharmonization, structural form changes, backgrounds, counterpoints, ensemble solis, or any appropriate choices or combinations of these and other such techniques. With that, some freer soloing sections within the pieces can be counted within the overall minutes as being part of the writing element.

You may find it helpful to create a matrix that outlines these requirements so that as you choose and adjust your repertoire and target timings, you keep perspective as to how and if you are fulfilling your requirements. Feel free to use the following model, expandable into as many tunes as needed:

<table>
<thead>
<tr>
<th>Tune</th>
<th>Composer</th>
<th>Arranger</th>
<th>Style</th>
<th>Tempo</th>
<th>Duration</th>
<th>Instrumentation</th>
<th>Solo or Transcr.? (10-20 mins)</th>
<th>Combo? (20 mins)</th>
<th>Self-Arr.? (20 mins)</th>
<th>Notations</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

(The Director of Jazz Studies will be happy to e-mail you a Word file of the above on request.)
You’ll find that this model allows you considerable latitude in your programming so that you can display some breadth of style as well as your musical personality. Including a jazz classic (standard or bop) at some point is a good idea—even if it may be presented in a very personal format (unique meter, groove, reharmonization, etc.) It’s also good for the potential of using the recital recording as part of one’s potential demo recording in the future.
CREATING YOUR PRINTED PROGRAM

Programs must be created in Microsoft Word, using computer fonts in a style adhering to Music Department policy. The Jazz recital template and instructions can be found on the Music web site at https://arts.vcu.edu/wp-content/uploads/2020/10/StudentRecitalTemplate-Jazz.docx. Handwritten drafts are not acceptable.

Note that the program SimpleText won’t suffice for entering the recital data; use Word. Also note that VCU has an agreement in place with Microsoft that allows faculty and staff to obtain MS Office for free, downloaded straight to their personal computer. See more information at https://ts.vcu.edu/software-center/general-purpose/microsoft-office/.

When you have completed your Word-formatted program, check all spellings, including composer and student names. (Note that composer birth/death dates are not needed on Jazz Studies programs.) Then e-mail your Word file to your private instructor.

Your private instructor reviews and approves the following:

- the content and format of the e-file of your program (including spellings, composer names, and student names),
- the length of your program (how long the recital will take on stage), and
- the Music Department-required pre-hearing of your program. (The pre-hearing can be accomplished in a number of ways and need not be a run-through in full sequence.)
- Your studio instructor then forwards your Word program file (via e-mail) to the Director of Jazz Studies. Recital programs sent directly from the student to the Director of Jazz Studies will not be accepted.

Jazz Studies Junior Recitals are typically in the Recital Hall and are to be a half hour in length (when combined with another student’s recital, totalling an hour). Jazz Studies Senior Recitals are to be one hour in length. Recitals that exceed 25% of these lengths without the advance approval of the Director of Jazz Studies may be subject to grade penalties. Your adhering to these timetables assists your professional presentation to the public and makes it possible for the hall manager, recording engineer, and following recitalists to accomplish their goals on schedule as well.

Observe the following deadlines regarding e-mailing the recital program. These deadlines may exceed any published in the Music Handbook and are necessary:

- From you to your private instructor: no later than three weeks before your recital. Allow time to revise your program further and to resubmit it to your instructor as needed.
- From your private instructor to the Director of Jazz Studies: no later than two and a half weeks (seventeen days) before your recital.
- The Director of Jazz Studies may require further revisions or provide approval and then will forward the correct e-file to the Department of Music Marketing Director no later than two weeks before your recital.

Note that the advance timetable represents days and weeks without holidays and should be increased if events warrant (such as holidays or if the studio instructor and/or Director of Jazz Studies is traveling off of the campus). Perhaps your private instructor needs a week to turn around your document; that is not something the Music Department can predict. It is your responsibility to ensure that you allow sufficient time in the process so as to meet the deadline of delivery to the Director of
Jazz Studies. Failure to submit your program correctly regarding any of the above steps may result in the postponement of your recital.

PERSONNEL
The proper identification of personnel on a recital is important. Please list them in score order (rather than in order of appearance), pairing up any of the same instrument, followed by any complete ensemble names. An acceptable score order is saxes, trumpets, trombones, guitarists, pianists, bassists, drummers, percussionists. Vocalists may begin or end the list. Do not use parentheses; do not capitalize or abbreviate in instruments other than yours; do not separately list all members of a large ensemble. For example, a correct listing would be:

* * *

Ima Recitalist, Drum Set
with Sonny Stitt, alto saxophone; Sonny Rollins and Michael Brecker, tenor saxophones; Brian Lynch, trumpet; J.J. Johnson and Conrad Herwig, trombones; Joe Pass, guitar; Milt Hinton, bass; Luis Conte, percussion; Ella Fitzgerald, vocals; and The VCU Jazz Orchestra I

* * *

Students, especially Jazz Studies seniors, may request that a VCU JO or SJE perform on their recital, as original compositions and arrangements are a recital requirement. Ensemble members are not required to perform on every student recital requested but are expected to accommodate whenever possible: such favors are usually returned for their own recital and performance needs. When not possible, appropriate substitutes must be engaged (typically by the recitalist). Therefore a request should be made to the ensemble director with as much lead time as possible and, given deadlines for your recital program, no later than six weeks prior to your recital.

If a VCU JO or SJE is to perform with a number of substitutes, it might no longer be appropriate in the printed program to identify the ensemble by that name. When any doubt arises, consult the Director of Jazz Studies.

Recitalists should be prepared to conduct these ensembles in recital as needed. Regular ensemble time may be allocated by the ensemble director to the preparation of recital works if at all possible, but it is not guaranteed. Recognize that the quality of the recital performance will depend in part on the clarity of the writing and the rehearsal time available.

ATTIRE
See details under the earlier “Attire” section of this Handbook for concerts!

ACKNOWLEDGEMENT OF TRANSCRIPTIONS AND ARRANGEMENTS
The proper indication of a solo transcription on a recital can be a challenge. Is the rendition of the tune a transcription? Did the student transcribe the work, or did someone else? Is the student performing his or her own solo in addition to the transcription? Or is it actually an arrangement? The following examples are recommended models for several scenarios that might occur within your own recital program:

(This space blank to allow for the graphic to appear on one page...)
I Can’t Get Started........................................................................................................Vernon Duke
  transcription of Joe Pass solo by Ima Recitalist

I Love You.........................................................................................................................Cole Porter, arr. Ima Recitalist

Stella By Starlight..........................................................................................................Ned Washington and Victor Young
  transcriptions: Branford Marsalis, 1996; George Coleman, 1964; Joe Henderson, 1985; Chris Potter, 1998
  Marsalis, Henderson, & Potter transcriptions by Ima Recitalist; Coleman transcription by Skip Galles

They Can’t Take That Away From Me........................................................................George & Ira Gershwin
  transcription of Joe Pass solo by Ima Recitalist
  following four-bar drum solo: original solo by Ima Recitalist

Please credit to your name each arrangement to which you have made substantial creative changes.

ACOUSTICS
Whether on the Concert Hall or Recital Hall, do not spread the performers across the stage. It may look great, but it typically sounds terrible. We see too many recitals where the drummer is ten feet from the bassist, who is in turn five feet from the pianist. The musicians have more difficulty hearing themselves so get into trouble; then they cannot communicate as well visually or vocally to solve it quickly, if at all. No matter how much stage-space you have, set up as if you’re performing at the Village Vanguard. Space-limitations make a band tighter!

If you want to drastically improve your Recital Hall sound, consider arranging on-stage seating, using the original house seating only for potential overflow. The visuals are as nice or better; the atmosphere is more intimate as a jazz club would be; and your sound will carry much more naturally to your audience and with better balance. Following is just one example of a possible setup for horns, guitar, bass, drums, and nearly sixty attendees. Be creative!

(This space blank to allow for the graphic to appear on one page...)
Please note that any setup/teardown of onstage seating is your responsibility, not that of Music staff. Line up a volunteer crew for before and after your performance!

If instead you perform in the more traditional setup—performers on stage and audience off-stage, please consider a soundcheck during which someone you trust listens to your sound from the middle of the hall and provides you with advice as to volume and EQ settings. It can also assist if that person plays a similar instrument to yours, such that the two of you can swap places for a few minutes in order for you to form your own opinion of the sound.

Guitarists and bassists: I can think of no better use of a wireless hookup or a 50-foot cable than actually getting you off-stage in the Recital Hall during your soundcheck to hear yourself play from the audience’s vantage point for a few minutes. Guitarists and especially bassists should also ensure that they are not standing directly in front of their amplifiers.

**FLYERS**
As of Fall 2009, all Music flyers (including recital flyers) must bear required School of the Arts/Department of Music logos (known as “elements”). See the VCU Music Coordinator of Communications for details. Flyers posted without the required elements are typically removed quickly.
PHOTOGRAPHY/VIDEOGRAPHY
The taking of photos and videos during Jazz Studies recitals is an unwelcome distraction. Be sure you advise your family and friends that photography (flash or otherwise) is not permitted during your recital and that all cellphones and pagers should be turned off. (Photography is permissible during your dress rehearsal or sound check, if you wish.) Non-flash photography is just as distracting when handled poorly: no one in your audience wants to sit behind someone frequently raising a digital camera or cellphone into their sightline to shoot photos or videos.

FACULTY FEEDBACK
The Director of Jazz Studies traditionally hears and juries every Jazz Studies recital, most in person, some via the online recording. He and your other jurors will likely have useful feedback for you after your recital. Expect to dialogue with each juror in some way during the week or so following your recital.

Note the following policy:

* * *
Faculty committees are selected for the evaluation of all recitals. A jury committee of three faculty members will assess Junior and Senior Recitals for degree credit. One must be the Applied instructor, another the Director of Jazz Studies, the third a Jazz faculty member of the student’s choosing. Jazz recital jurors will be Jazz faculty unless approved by the Director of Jazz Studies. Jurors should attend the recital in person if possible or via Scholar’s Compass recording if not. In the case when a juror is unable to attend the recital, an audio recording will be provided to the juror. The course grade will be based upon two criteria: average of the lesson-grade, and a recital-assessment of Pass. An assessment of Fail for the recital will result in a grade of F for the course, regardless of the lesson’s average grade.

* * *

As part of the above approval, the Director of Jazz Studies will require that he be one of the jurors for any Jazz recital. Note that the provided recording, if needed, will be via the VCU Scholars Compass (<http://scholarscompass.vcu.edu/musc>), where all VCU Music performances are archived that are permitted to be so.

GRADUATION APPLICATION
As noted above, you must see the your advisor at least a week before that deadline for advising on your graduation application. Review your DegreeWorks beforehand and bring your Graduation Application. Expect that it will take you at least two tries to get your Graduation Application correct; so allow time for that process!

The undergraduate Graduation Application and its instructions are likely the most challenging forms you will encounter during your time at VCU. Download them from <http://rar.vcu.edu/graduation_instructions.html>. Allow extra time to decipher them, to complete the application, and to consult with your advisor.

RESOURCES
ONLINE JAZZ MUSIC LIBRARY
VCU Libraries makes available the Jazz Music Library: an online treasury of jazz recordings from the beginning of the art form to contemporary performances that allows listeners to choose
individual songs, or hear entire albums. With new albums and artists added monthly, Jazz Music Library is the largest and most comprehensive collection of jazz available online.

This streaming service of external recordings is found at <http://www.library.vcu.edu/search/1070>. The online recordings themselves are available only to VCU students, faculty, and staff using their EIDs. After entering in your VCU ID info, you’ll find a collection of over 65,000 albums (nearly a million tracks) with a good search and advanced-search engine. Historical tracks include Billy Strayhorn, Bix Beiderbecke, Charlie Parker, Coleman Hawkins, Count Basie, Dave Brubeck, Dizzy Gillespie, Duke Ellington, Ella Fitzgerald, John Coltrane, Lester Young, Miles Davis, Oscar Peterson, Sarah Vaughan, Stan Getz, Thelonious Monk, and Wes Montgomery; but much more contemporary tracks are included as well. Liner notes are provided in PDF format. Entries include detailed instrumentation and performer information; and search options include date or place of recording, genre of jazz, instrument, record label, performer, and album or song title.

What a great resource of recordings!

**THE HISTORYMAKERS DIGITAL ARCHIVE**

Newer to VCU access is The HistoryMakers Digital Archive—the nation’s largest African American video oral history archive at <http://www.library.vcu.edu/search/1316>. My initial search using the word jazz prompted a list of nearly 3000 video-interview clips. Each plays with a cued transcript of the spoken words scrolling at the same time. Page one of the search results included brief interviews with Herbie Hancock, Billy Taylor, Sonny Rollins, Vincent Chancey, Larry Ridley, Ellis Marsalis, Diane Reeves, and more. And of course there are endless clips related to the African American experiences that are at the roots of jazz.

We are delighted that these services are available to our community.

**OFFICE CHECKOUT**

The following is just a sample of what’s available for your checkout from Prof. García’s Office, SPAC B28:

- 4 digital metronomes (see instructions below)
- Aebersold play-along books/CDs (now over 100)
- Hal Leonard play-along CDs for selected tunes from its Real Books 1 and 2
- issues of the IAJE *Jazz Education Journal* and *JAZZed* magazine
- *Around the Horn* by Walt Weiskopf
- *The Art of Recording* by David Liebman
- Kenny Werner: *Effortless Mastery* Video
- Kenny Werner: *Effortless Mastery* Book & CD
- *Inside/Outside*
- *Jazz Ear-Training*
- Donelian: *Training the Ear, Vol. 1*
- Donelian: *Training the Ear, Vol. 2*
- *SCAT: A Guide for Jazz and Scat Vocalists*
- *Salsa/Latin Jazz Piano Voicings*
- *1001 Jazz Licks*
- *David Liebman Plays*
- Bergonzi: *Inside Improvisation, Vol. 1*
• Bergonzi: *Inside Improvisation*, Vol. 2
• Bergonzi: *Inside Improvisation*, Vol. 3
• Bergonzi: *Inside Improvisation*, Vol. 4
• Bergonzi: *Inside Improvisation*, Vol. 5
• *Cutting the Changes: Jazz Improvisation via Key Centers* by García (for five keys/clefs)
• 16 Jim Snidero *Jazz Conception Books* (one for each instrument, plus a set for sax section)
• Michele Weir: *Vocal Improvisation*  
  Arranged by Nelson Riddle
• Sammy Nestico: *The Complete Arranger*  
  *Afro-Cuban Rhythms for Drumset*  
  *Brazilian Rhythms for Drumset*  
  *Inside the Brazilian Rhythm Section*  
  *Thelonious Monk Fakebook*  
  *Latin Violin*  
  *Kind of Blue Transcription*  
  *New Approach to Ear Training*  
• Willie Hill: *Approaching The Standards, Vols. 1-3* (in C)
• *The JJ Johnson Collection*  
• *JJ Johnson Solos*  
• *Jazz Trombone Duets*  
• *Caravan*, arr. for jazz trombone quartet by Reeves  
• *Hum*, arr. for jazz trombone quartet by Reeves  
• *Nica’s Dream*, arr. for jazz trombone quartet by Reeves  
• *Wave*, arr. for jazz trombone quartet by Reeves

Prof. García also gives away *free* Aebersold Jazz (theory/listening) Handbooks, *free* Aebersold catalogs, *free* jazz band music scores, and many *free* periodicals—including *Tape Op, Mix, Down Beat, Teaching Music, In Tune*, and more. Just stop by his office and ask what’s available!

**METRONOMES**

VCU Jazz Studies and VCU Music each own several Parkes metronomes for student use. Jazz students should sign out the Jazz Studies devices before seeking Department metronomes, which are available to all Music students.

These devices include a “group accent” function, by which you can have the device accent every so many beats (between two and nine) within the clicks. You can also choose to “synchronize” the start of the clicks with any event by pressing its button at the desired moment to start. And there is a way to combine these two functions, if you wish.

- **Group Accent:** If you seek an accent every 3 beats during a pulse of 120 beats per minute, dial “## 3” (meaning any two numbers and then “3”). Then press and hold the button and dial “120.” To cancel the accent, press the button again.

- **Synchronize Beat:** If you seek a pulse of 72 beats per minute, starting and stopping at the press of a button, dial “000”; then press and hold the button. Dial “072” and then press the button to start and stop the clicks.

- The default function on each metronome is Group Accent. Dialing “000” and pushing the button is only needed to move between Group Accent and Synchronize functions. If a Group Accent has been already entered, it will be carried over to Synchronize.
These are made by Jon Parkes, an oboist with the Rochester (NY) Philharmonic and engineer in his own business. His current models offer 1 to 999 beats per minute, an audible internal speaker, a headphone jack, crystal-driven accuracy, optional exact start-stop buttons, optional accents on given beats (every second beat up to every ninth beat), optional click-track generator (in eighths of frames), and runs on a nine-volt battery. The price ranges from $125 and up and comes with a lifetime guarantee—his lifetime. If you wish to purchase one, contact: Jon Parkes, 2 Highland Heights, Rochester, NY 14618 USA; phone 585/436-3215; e-mail <parkes@frontiernet.net>.

**VCU FACULTY BLOGS, PODCASTS**

Our clarinet professor, Dr. Tiffany Valvo, has a blog and a podcast focusing on helping students learn life skills including time management, mindfulness, and more. Visit <https://tiffanyvalvo.com/blog>; see the podcast links at the bottom of that page.

Our violin professor, Susanna Klein, offers her Practice Blitz YouTube channel, structured for for violin but in many ways applicable to other instruments. Visit <https://www.youtube.com/channel/UCR4pA_d2dYOObAZKBlvL4ArA>.

**TECH TIPS: GREAT APPS, LINKS, ACCESSORIES, ZOOM TIPS, AND RECORDING TOOLS**

**GREAT APPS**

Some great apps for musicians! Check out the iRealPro app, which allows you playback of chord changes on your phone, with options to change keys and tempos each chorus:


<https://www.youtube.com/watch?v=NNFPbaXqtlI>

Drum Genius has become quite the app, delivering performances of great grooves (though there are added costs):


<https://www.youtube.com/watch?v=yt3dRk4ht4>

I found an interesting link made primarily for dancers: the Salsa Beat Machine. It used to be available free to anyone on any browser but is now a Chrome browser extension at <https://chrome.google.com/webstore/detail/the-salsa-beat-machine/oieimbadminmmnifflflofbijdhajhl=en>. There is also an Android app for $1.99 at <https://play.google.com/store/apps/details?id=com.salsarhythm> and a similar iPhone app at <https://apps.apple.com/us/app/salsa-rhythm/id379868541>.

By clicking on various parts of the mixer, you can alter the volume of any instrument, whether it’s 2-3 or 3-2 clave, son clave or rumba, the key, the tempo, or other. You can show the piano keys and slow down the tempo to learn its montuno pattern visually. (I’d love to see this deliver 6/8 Afro-Cuban as well.)

You’re likely familiar with GarageBand <http://www.apple.com/mac/garageband/>. You can connect that app (or others) to some newer apps that generate yet more sounds and also allow you to perform sounds over the tracks (on the iOS platforms only). You’ll find quite a selection of authentic
ethnic grooves and scales among them: <http://www.drumjamapp.com/> and <http://thumbjam.com/>. In addition (for iOS only), the Audiobus app (<https://audiob.us>) allows you to connect apps on a level that you may not have experienced before.

**LINKS**

Not quite an app, but good for playing along: “MrSunnybass” plays bass lines to at least 200 tunes on his YouTube channel <https://www.youtube.com/channel/UCAIqApfOXYfUSuGrmay3fVw>!

The Moises app <https://moises.ai/> seems to be subscription-based and allows removal of various elements from existing recordings so that you can then play along with a “minus one” sort of track. It may also provide you a library of tunes so edited. I have not tried it myself.

**ACCESSORIES**

When I can’t have the music from play-alongs (such as iReal, Drum Genius, or Aebersolds or the like) surround me in my room due to disturbing others nearby—or due to a lack of soundsystem—I have a great solution of which apparently most students are not aware.

There’s such an emphasis these days on big headphones (such as Dr. Beats) and earbuds (with the plastic inserts in your ears) that cut off most or all surrounding sound. The problem is that they’re less practical for recording sessions (you have to leave one ear open) and practice sessions: they plug up your ears and make your instrument sound to you like you have a head cold.

Instead, consider the round earpads that are merely discs that sit in your ears, such as these for just $10 or $15! You’ll need to copy the complete links below to paste in your browsers if they’re broken:

####

**Gumy Earbud Headphones**

https://www.amazon.com/JVC-HAF14W-Gumy-Earbud-Headphones/dp/B00ICREGD0/ref=pd_sbs_23_3/130-6827361-4401947? encoding=UTF8&pd_rd_i=B00ICREGD0&pd_rd_r=5ce83433-3198-4f99-a510-82a32781167a&pd_rd_w=OMGUp&pd_rd_wg=ipsBT&pf_rd_p=12b8d3e2-e203-4b23-a8bc-68a7d280

**Edifier H180 Hi-Fi Stereo Earbuds Headphone - Classic Earbud Style Headphones - Black or White**

https://www.amazon.com/B016AY6CB0/ref=sspa_dk_detail_0?psc=1&pd_rd_i=B016AY6CB0&pd_rd_w=iEwCh&pf_rd_p=48d372c1-f7e1-4b8b-9d02-4bd86f158c5&pd_rd_wg=0f5fP&pf_rd_r=YZFM2Y05B6HWGJ1R7Y4H&pd_rd_r=be12948b-c27e-4d1f-a795-9d2e28a33a8b&spLa=ZW5jcnlwdGVkUXVhbk

**Edifier H190 Premium Earbuds - Classic Style Earbud Headphones - Black Earphones with Non-Tangle Wire**

https://www.amazon.com/B01C7XBDMG/ref=sspa_dk_detail_1?psc=1&pd_rd_i=B01C7XBDMG&pd_rd_w=iEwCh&pf_rd_p=48d372c1-f7e1-4b8b-9d02-4bd86f158c5&pd_rd_wg=0f5fP&pf_rd_r=YZFM2Y05B6HWGJ1R7Y4H&pd_rd_r=be12948b-c27e-4d1f-a795-9d2e28a33a8b&spLa=ZW5jcnlwdGVkUXVhbk

#####
Typically these are stereo, 20-20,000 kHZ, with 1/8” plugs to insert into your phone, computer, or other device. You may want to search for wireless variations and/or add an optional set of foam covers to the pads for extra comfort.

With the above, you can hear your play-along easily in your ear as if the musicians were in the same room with you—and when you play, your ears aren’t stuffed up; so you can hear _you_ perfectly.

For convenience, consider also getting an inexpensive inline volume adaptor such as:

ktor VC20 Inline Headphone Volume Control, $9.99

(a) [https://www.amazon.com/Koss-155954-VC20-Volume-Control/dp/B00001P4XH/ref=psdc_172541_t1_B008DJTB32?th=1](https://www.amazon.com/Koss-155954-VC20-Volume-Control/dp/B00001P4XH/ref=psdc_172541_t1_B008DJTB32?th=1)

(b) [https://www.koss.com/accessories/cables/vc20/gclid=EAIaIQobChMIItvyQiamM1wIVz7jACH0cDg2LEAUYAiABEgJDvfD_BwE](https://www.koss.com/accessories/cables/vc20/gclid=EAIaIQobChMIItvyQiamM1wIVz7jACH0cDg2LEAUYAiABEgJDvfD_BwE)

With it you can’t raise the volume fed from your device, but you can lower the volume. So set the feed at a good volume that allows leeway up and down and use the inline to adjust from there.

I have multiple sets of the above and use them on every studio recording session (thus giving me volume control over my monitor feed without bothering the engineer), when I practice keyboard, when I spend hours composing or arranging on Finale and a keyboard, and when I practice my horn with play-alongs (including iRealPro). I keep sets in my travel case, my briefcase, my practice rooms, all over. They are utterly comfortable and last me several years; I replace the foam covers every few months.

Plus, if the phone rings or someone knocks at the door, I can still hear and respond to them.

So consider options such as the above as excellent practice tools—and potential recording-session tools. When VCU Jazz recorded its first CD that was studio-style on the Concert Hall stage (no audience) in 2002 (“It Could Happen to You”), all the ensembles and faculty members wore these pads and used the inline volume controls.

**ZOOM TIPS**

*Original Sound*

When using Zoom for transmitting music, be sure to enable the option for Original Sound in Zoom for sharing your musical performance. For phones, open your Zoom App; select Settings, then Meetings, then scroll down to Original Sound; and enable Original Sound. For other devices, this 90-second video tells all: <https://www.youtube.com/watch?v=v5fiCoc6nxE>. Or read the official page
at [https://support.zoom.us/hc/en-us/articles/115003279466-Enabling-option-to-preserve-original-sound](https://support.zoom.us/hc/en-us/articles/115003279466-Enabling-option-to-preserve-original-sound). This step will eliminate the audio-limiter that otherwise affects all Zoom sound.

Once you’ve enabled Original Sound in your overall Zoom settings on a laptop, then for the rest of your Zoom life you can simply toggle ON original sound when performing and then toggle OFF original sound when talking for an extended period of time, just by clicking on the button on the upper left of any Zoom-conversation screen (as shown at the end of the above vid).

**Mic**

If you’re looking for an appropriate mic for Zoom music, there are many choices. One to consider simply because of its use not only as a mic but a digital recorder is the Zoom H1n 2-channel Handy Recorder ([https://www.sweetwater.com/store/detail/H1n—zoom-h1n-handy-recorder](https://www.sweetwater.com/store/detail/H1n—zoom-h1n-handy-recorder), [https://www.amazon.com/Zoom-H1n-Handy-Recorder-Model/dp/B078PTM82R](https://www.amazon.com/Zoom-H1n-Handy-Recorder-Model/dp/B078PTM82R)). You get the benefit of a great mic plus overdubbing, recording to its SD card, and easy transfer of audio files to your device via the SD card or a USB cable. I find it extremely easy to use because this edition greatly improved the controls on the front of the recorder to make the experience much more user-friendly than past Zoom mics had offered.

Prof. Ross Walter successfully obtained an external grant to fund the purchase of one Zoom H1n 2-channel Handy Recorder to loan every Music major last academic year at no cost to the student. They remain in stock for student use this year. Bravo, Prof. Walter!

**Keyboard**

If you’re looking for a USB music keyboard, note that I use the M-Audio Keystation 61 MK3 Controller (https://www.sweetwater.com/store/detail/KeyStatn3-61—m-audio-keystation-61-mk3-keyboard-controller), (https://www.amazon.com/M-Audio-Keystation-Semi-Weighted-USB-Powered-Controller/dp/B07DDN4PYD) and an M-Audio SP-1 Sustain Pedal. Its immediate five-octave range means that I don’t have to hit the change-octave button often when I’m scoring music—though you could save funds by instead getting a smaller M-Audio Keystation Mini 32 MK3 32-key Keyboard Controller or the like (and regularly using the change-octave feature). Note that such keyboard controllers do not include MIDI sounds: they drive virtual sounds that you obtain on your own (such as the sounds that come with Finale, Sibelius, Cubase, or the like).

**Mixer**

If you wish to feed multiple audio sources (such as a USB mic, iTunes play-alongs, a USB MIDI keyboard, or other) into one audio feed for Zoom, I recommend a virtual mixer such as Loopback ([https://rogueamoeba.com/loopback/](https://rogueamoeba.com/loopback/)) ($99). It works very well for me in some ways my Scarlett 6i6 interface hardware has not, and it is extremely easy to use. It’s for Macs only, however. Do have Zoom’s Original Sound set to ON, as that will eliminate Zoom’s governor and improve the audio feed.

Note that once you’re done with using Loopback for a session, it’s important to re-set the various elements within Loopback (mic, iTunes, etc.) to MUTE. Otherwise, even though I quit Loopback, it continues to send its feed to the computer’s audio output, resulting for example in distorted (doubled) iTunes audio when playing audio files.

**RECORDING TOOLS**

If you’re looking for no-cost software to begin experimenting with recording, I recommend Audacity (<http://audacityteam.org>), which works across most computer platforms. Though I don’t use it for
a lot of live recording (as I have the Zoom H1n referenced above), I certainly have—including for recording a buddy’s live tracks completely for free for his CD project. Sometimes I’ll use it during one of my students’ lessons to record and play back part of the student’s playing.

I use Audacity mostly for editing tracks that already exist: creating fade-ins and -outs for demo excerpts; lessening or removing centered vocals or instrumentals so as to create play-alongs; changing the key or tempo or looping of a track for my practice or that of others; adding EQ or other effects to improve a track a bit that perhaps came to me less than adequate.

Or just plain having fun. You can download the app onto your computer, use your onboard mic to record 30 seconds of whatever (or take an existing CD or mp3 track in your possession), and start messing around with every variable you can find in the Audacity menu just to discover what’s possible. Visit <http://audacityteam.org/help/> to check out the app’s manual (which also comes with the app’s free download) and the relevant Wiki site.

As a student you have low-cost access to the Adobe Creative Suite (<https://adobe.vcu.edu/student-purchaseshowcase/>, <https://adobe.vcu.edu/student-purchaseshowcase/>), which includes not only useful programs such as Acrobat Pro but also to the powerful video-editing software Adobe Premiere Rush. For video demos as to how I’ve used its cousin, Adobe Premiere Pro, along with Audacity to create videos, visit <https://youtube.com/playlist?list=PLu1MpF5kYcuZs4A_oqW8bNEVDlaHh0PuE>, where you’ll find 10-25 minute-long demos; the series totals 2 hours and 41 minutes:

- IRY Audio Editing Part 1: Intro to Audacity, Basic Tracks, Synching
- IRY Audio Editing Part 2: Noise Removal, Initial Balance, Panning & EQ
- IRY Audio Editing Part 3: Detailed Balance, Reverb, Generating Silence
- IRY Audio Editing Part 4: Audio Cleanup A--Extraneous Sounds
- IRY Audio Editing Part 5: Audio Cleanup B--Interplay, Replacing Notes, Additional Options
- IRY Audio Editing Part 6: Audio Cleanup C--Note Boost, More Interplay
- IRY Audio Editing Part 7: Export & Save
- IRY Video Editing Part 1: Intro to Adobe Premiere Pro. Basic Tracks, Synching
- IRY Video Editing Part 2: More Synching, Video Positioning, Image Editing
- IRY Video Editing Part 3: Transitions
- IRY Video Editing Part 4: Editing Graphics, Rendering

**VCU JAZZ CDS**

VCU Jazz Studies’ 2013 CD “A Leap of Faith,” features the VCU Africa Combo and the University of KwaZulu-Natal Jazz Legacy Ensemble, plus featured guest artists Plunky Branch (soprano saxophone) and Madala Kunene (guitar/vocals), faculty Neil Gonsalves (UKZN) and Darryl Harper (clarinet/VCU) and Antonio García (trombone/VCU), including commissioned works by UKZN’s Stephan le Roux and Sazi Dlamini and VCU’s Victor Haskins and Antonio García, plus additional compositions by VCU and UKZN students and faculty. It was recorded live at concerts both in Richmond and in Durban, South Africa. Curt Blankenship served as the local engineer.

VCU Jazz Studies’ 2012 CD, “Front Burner,” features the Jazz Orchestra I, a Small Jazz Ensemble, and faculty, plus guests John Riley (drums), Graham Breedlove (trumpet), and alumnus Taylor Barnett (trumpet). It was recorded entirely live before an audience—and without a single overdub or
intercut. The selections come from five different concerts recorded at VCU’s Sonia Vlahcevic Concert Hall, plus tracks representing our tour to the 2012 Notre Dame Collegiate Jazz Festival. Curt Blankenship served as the superb engineer.

“A Joyful Noise,” recorded in 2008, was VCU Jazz’s first recorded entirely live before an audience—and without a single remix, EQ adjustment, overdub, or intercut. Featuring the Jazz Orchestra I, a Small Jazz Ensemble, the Faculty Jazz Septet, and guests Wycliffe Gordon (trombone) and Steve Wilson (saxes), the CD captures the excitement of a live jazz concert.

Any Jazz major can receive the above CDs free (while supplies last) by asking the Director of Jazz Studies. Some are now out of print! All proceeds go to the VCU Jazz Students Fund.

THE SINGLETON GIFT
In May 2002 Virginia Commonwealth University announced a $2,000,000 commitment from Mr. W.E. Singleton to benefit the VCU Jazz Studies Program. His gift was at that time the largest ever made in the United States specifically to support university-level jazz education and has already begun to make a significant, positive difference. In appreciation for his gift, VCU formally renamed its Performing Arts Center the W.E. Singleton Center for the Performing Arts on October 28, 2002.

Bill and his wife, Dale Harman Singleton, pledged an additional $1 million gift to the VCU Jazz Studies Program in 2005 in memory of longtime friend and jazz pianist James W. Black. In honor of the gift, the VCU Music Center building on Grove Avenue was renamed the James W. Black Music Center on October 16, 2005.

At the time, W.E. Singleton was Managing General Partner of Crenshaw-Singleton Properties, a Richmond real estate investment firm. He had been an enthusiastic jazz fan for over 50 years and had been a personal friend of such jazz legends as Louis Armstrong, Zutty Singleton, Maxine Sullivan, Gene Krupa, Wild Bill Davison, and Count Basie (as illustrated by some of the photos on display in the SPAC lobby). Singleton’s $3 million commitment to VCU includes an initial outright gift and then additional monies during his lifetime and in his estate.

For more than 15 years these funds arrived to VCU Jazz in limited amounts. W.E. “Bill” Singleton died June 11, 2017. He was 83. He had requested that VCU Jazz students be among his pallbearers; and Jazz Studies majors Chet Frierson and Ben Kelly were honored to serve the family in that respect at Singleton’s service on June 16 in The Singleton Chapel at Elk Hill Farm. His widow, Dale Harman Singleton, died April 11, 2019 at the age of 85. A biologist, author, and philanthropist, she had joined Bill in naming “The James W. Black Music Center” at VCU for their mutual friend, jazz pianist Jimmy Black. We send our condolences to their friends and family.

In Fall 2020 the Singleton estate presented $1.25M to VCU Jazz, deposited into a VCU quasi-endowment for the benefit of the Jazz Program. At conservative estimate, by June 2022 this principal should distribute substantial monies into an account for the use of VCU Jazz. The faculty are targeting much of that interest towards scholarships for incoming students arriving in Fall 2022.

There still remains an incredible need for funds, as not even Singleton’s total gift can generate as much scholarship and artist-funding as we’d like, much less other needs. So we should embrace our positive good fortune while still making it clear to the public that plenty of needs remain.
VCU JAZZ STUDENTS FUND/JAZZ STUDIES STUDENT GRANTS

VCU JAZZ STUDENTS FUND
The VCU Jazz Students Fund was founded in October 2001 by an initial gift from Jamey Aebersold, founder of Jamey Aebersold Jazz, Inc., producer of the world-renowned Aebersold play-along recordings and books, and a National Endowment for the Arts Jazz Master. Since then, the Fund has benefited from the continued support of the community, including VCU Jazz CD sales.

Potential expenditures for the Fund include equipment such as amplifiers, microphones, brass mutes, and drum heads; fees for visiting artists; travel for various ensembles to present concerts at acclaimed conferences or locales; and scholarships.

JAZZ STUDIES STUDENT GRANTS
The VCU Jazz Studies Student Grant program was established in the Fall of 2005 to encourage original research or creative work under the close supervision of a faculty member. The project may be undertaken under the scope of an independent study or honors seminar or could be pursued independently. There must be a faculty sponsor. All degree-seeking Jazz Studies students at VCU are eligible.

Applications may be submitted at any time during the year; however, primary attention will be given to those submitted by October 1 and February 1 of a given semester. Allow lead-time for such involved projects as summer travel, for which an application in the Fall semester may be advisable. Your application will be reviewed as speedily as possible. Please note that no application is approved until stated so by the Director of Jazz Studies.

Students receiving grants are required to sign additional funding forms in advance of their travel and submit to the Director of Jazz Studies a final report on their completed project along with their eligible receipts in order to receive reimbursements. To apply, download a copy of the Application Form at <https://arts.vcu.edu/wp-content/uploads/2020/08/jazz_student_grant_app.doc>, following the attached instructions for its completion.

IN-STATE TUITION, ADDITIONAL GRANTS, SCHOLARSHIPS, FINANCIAL AID, GIGS, INTERNSHIPS, & STUDY ABROAD
Students should apply for every manner of scholarship, financial aid, loan, and/or work-study appropriate to their situation. Please visit VCU’s office of Student Financial Services at <https://sfs.vcu.edu>, or call (804) 828-6669. Of course, the very best form of financial aid is to be a Virginia resident, for which there are strict qualification requirements: please review them at <https://rar.vcu.edu/records/manage-student-records/reclassify-in-state-student/> and <http://law.lis.virginia.gov/vacode/title23.1/chapter5/section23.1-502/>.

You can register for a Handshake account <https://vcu.joinhandshake.com/login> to search for jobs as a VCU student. Also explore The Money Spot: The Money Spot provides free, peer-to-peer financial counseling for students regarding financial aid, student loans, budgeting, credit and more. “All the meetings are strictly confidential, and there will always be a supervisor in the office should the Money Coaches not be able to answer a question.” You can email <themoneyspot@vcu.edu>; or call (804) 828-0512 for more information; or visit them at Snead Hall, Suite B2170.
There are all different kinds of scholarships, including university (VCU), school (Arts), department (Music), and program (Jazz), some based on academics or artistry, some on financial need.

The VCU Dean’s Office accepts applications for the John Roos, Covington, and William B. Clopton Scholarships, open to full-time VCUarts students. Student must be full-time, degree-seeking student in the School of the Arts the semester(s) the student applies and the semester the award is distributed. Graduate and undergraduate students are eligible. The application deadline is typically in March:

- **John Roos Memorial Scholarship**: Students must demonstrate an interest in the humanities through the work they make.
- **Covington Scholarship**: Recipients will be selected based on merit. Student must show excellence in their discipline, grades, potential in the arts career, and a good work ethic both in and outside of the University.
- **William B. Clopton Scholarship**: Recipients will be selected based on merit. All nominees must be the first person in their family to attend college.

For information on School of the Arts-based scholarships, please visit [http://arts.vcu.edu/scholarships](http://arts.vcu.edu/scholarships).

The Music Department scholarships are initially awarded at the time of acceptance into the degree program. The Department then also offers the “Friends of Music” scholarships annually in September that may cover lesson fees (approximately $400).

2015 was the inaugural year for the Jazz 4 Justice™ concert, presented with the Greater Richmond Bar Foundation ([www.grbf.org](http://www.grbf.org)), proceeds benefiting pro bono legal services in our community and VCU Jazz scholarships. The first student scholarship-recipients were announced Fall 2015: Nathanael Clark (sax), Mikiyas Negussie (guitar), David Roberts (guitar), and Stephan LaRue (drums). The subsequent concerts/fundraiser were even bigger successes, and in Fall 2016 scholarships were announced for Nathanael Clark and Chet Frierson (sax), David Roberts (guitar), Mark Mekhial (piano), and Nick Davidson (drums). Fall 2017 brought scholarships for Chet Frierson and Afroldo Santiago (sax), David Roberts (guitar), Ben Kelly (bass), and Bryan Connolly (drums). Fall 2018 awarded scholarships to Michael Bradley (sax), George Maddox (piano), Jimmy Trussell (bass), and Bryan Connolly and DeSean Gault (drums). In Fall 2019 Jamie Ingraham (sax), Tye Proffitt (trombone), Minjee Jang (piano), Jaden Graham (bass), and Ben Eisenberg (drums) received scholarships. Fall 2020 brought scholarships to Tará Davis and Nathan Fussell (sax), Tye Proffitt (trombone), George Maddox (piano), Chris O’Leary (bass), and Ben Eisenberg (drums). Scholarship recipients are announced at the November JO I concert. See the calendar following for the upcoming J4J concert featuring the VCU Jazz Orchestra I, Jazz Orchestra II, combos, and choral ensemble, Vlahcevic Concert Hall, Singleton Center.

A donor has made possible some Jazz Studies scholarships that are issued each fall to students with strong grade-point averages, musical ability, and leadership. These may range from $500-$1000. Another donor has provided funding specifically for jazz trombone students and their needs.

In addition, the Jazz Studies Program issues a limited number of scholarships each Fall from the Jazz Students Fund. These Jazz Scholarships are in addition to any Friends of Music Scholarships. Jazz Majors in jazz ensembles with a GPA of 3.5 or better receive the best consideration; 3.0 or better are next. Non-ensemble Jazz Majors with a 3.5 are next in consideration, followed by 3.0. These are guidelines; eligible students must have the support of Jazz Studies faculty and demonstrate appropriate leadership, conduct, and of course musical progress. Scholarships based more on need
than academic merit may at times be possible on a case-by-case basis; candidates must apply to the Director of Jazz Studies. Amounts over $500 may be distributed across more than one semester.

**DEPARTMENT OF MUSIC GRANTS**
The Department of Music Summer Studies Grant program had been established in the Spring of 2007 to support VCU music students who pursue advanced musical studies during the summer months in a summer institute, workshop, music festival or professional conference. This program was then revised to a year-round program in support of student research, effective 2013-2014. Inquire of the Music Office if such funding remains available. Students receiving grants are required to sign additional funding forms *in advance of their travel* and submit to the Chair of the Department of Music a final report on their completed project along with their eligible receipts in order to receive reimbursements.

**SIGMA ALPHA IOTA ALUMNAE CHAPTER OF RICHMOND WOMEN’S SCHOLARSHIP COMPETITION**
All undergraduate women VCU Music majors are eligible to compete in the annual Sigma Alpha Iota Competition in all instruments, including voice, held in late March or early April in Sonia Vlahcevic Concert Hall. The required repertoire is 2 compositions of contrasting character and style, with at least 1 of them to be performed from memory. The prize is a $300 scholarship. Jazz entries are welcomed, yet the Director of Jazz Studies is not aware that any Jazz Studies major has ever entered this competition. Application forms can be obtained from the Music Office. The submission deadline is typically around March 20. SAI is an international music fraternity for women. For more information contact Prof. Emeritus Melissa Marrion at (804) 231-2128 or <melissa.marrion@verizon.net>.

**SCHOOL OF THE ARTS NOMINATIONS FOR JACK KENT COOKE GRADUATE ARTS AWARD**
The School of the Arts can provide nominations for alumni or current seniors who plan to enroll in master’s degree programs the following Fall. VCU in the past has been allowed to nominate two students in the arts to the Jack Kent Cooke Foundation. Based on financial need, the Jack Kent Cooke Graduate Arts Award provides up to $50,000 per year to attend an accredited graduate institution in the U.S. or abroad.

As minimum criteria, each candidate for the Graduate Arts Award must have:
- Senior standing or have graduated from an accredited 4-year U.S. college or university within the past 5 years.
- A cumulative undergraduate GPA of 3.2 or better on a scale of 4.0 (or the equivalent).
- Demonstrated unmet financial need (eligibility on the basis of need generally defined by the Foundation as having a household income below $70,000).
- A bachelor’s degree by the start of the coming Fall semester.
- Plans to begin their first graduate degree program in the performing arts, visual arts, or creative writing at an accredited college or university in the coming Fall.
- Not been previously nominated for this Graduate Arts Award.

If you are interested and seek my nomination, please advise me so in September.

**SCHOOL OF THE ARTS DABNEY AND JOSEPH CORTINA SCHOLARSHIP**
The applicant must be a full-time degree-seeking student in the School of the Arts the semester the student applies and in the semester(s) the award is distributed. Undergraduate current juniors and
seniors are eligible. Recipients will be selected based on financial need and merit. The applicant must submit an application, to include a letter of recommendation, by the deadline. At least one letter of recommendation must be written by a VCU professor, advisor, or department chair.

The Dabney and Joseph Cortina Scholarship will be awarded to rising undergraduate juniors or seniors pursuing a degree within VCUarts with a grade point average of 3.0 or above and demonstrated need. Preference will be given to students who identify as first generation college students. Upload a double-spaced essay of no more than 350 words about how this financial support will make a difference in your educational goals. A letter of recommendation may be required. The deadline is typically March 1. Visit <https://vcu.academicworks.com/opportunities/3463>.

SCHOOL OF THE ARTS UNDERGRADUATE STUDENT RESEARCH GRANTS
The SOTA Undergraduate Student Research and Innovation Grants program was established in the Fall of 2006 to promote and support creative and scholarly investigation into a project or subject of interest relevant to the student’s major. Research that is interdisciplinary and involves student collaboration is preferred but not required. A faculty mentor in your major is recommended and can provide real examples of what constitutes research in your discipline. This research experience is intended to stimulate student interest in future research as well as demonstrate the importance of collaborating with student colleagues and faculty. All VCU Arts full-time undergraduate students are eligible. Music Industry class members—including Sulaiman Popal, Matthew Hill, Julia Lougheed, and Kayla Hanvey—have merited this grant in the past.

The deadline for applications is typically in December, as is notification to accepted students. Award amounts ranged from $500 to $5,000. Please note that no application is approved until so stated in writing by Nancy Scott, SOTA Associate Dean for Academic Administration.

Students receiving grants are required to sign additional funding forms in advance of their travel. To apply, visit <https://arts.vcu.edu/innovation/undergraduate-grants/undergraduate-research-and-innovation-grants/>.

SCHOOL OF THE ARTS ARTS + HEALTH FELLOWS PROGRAM
The School of the Arts has provided $20,000 to encourage collaborations with the health system. The goals of the initial 2014 round of funding was to encourage people to come up with new ideas for ways of deploying Art in Healthcare. If the idea is viable, the School will continue to pursue it whether it can fund it immediately or not. If you have an idea for “Arts + Health,” even if it is not fully formed, please consider applying for these funds. The application is a simple list of questions. The application deadline in the past has been April 15th. For more details visit <https://arts.vcu.edu/innovation/undergraduate-grants/undergraduate-research-and-innovation-grants/>.

VCU UNDERGRADUATE RESEARCH AND CREATIVE SCHOLARSHIP SUMMER FELLOWSHIP PROGRAM
Applications are welcome from full-time VCU undergraduate freshmen, sophomores, and juniors in all majors to propose a summer fellowship project. Successful applicants will receive a stipend (recently $1,500) for work with a faculty mentor (receiving $500) on a research or creative scholarship project this coming summer, funded by the VCU Undergraduate Research Opportunities Program (UROP). Past deadlines were March 1. Grant winners for the debut Summer 2009 (at the time $3,000) offering included Jazz Studies guitarist and Music Industry class alumnus Phillip Cardwell, Music Performance major and Music Industry class alumnus Kevin Estes, and Jazz
Elective bassist Matt Harris. Summer 2010 recipients included Jazz Studies drummer Sam Sherman. The 2011 recipients included an application regarding “Breathing in the Performing Arts” by Music Education low-brass student (and JO I and II member) Josh Wright in a collaborative effort with students from VCU Dance and Theatre. An equally impressive application, “Fluxscape,” joined Jazz Studies drum student Devonne Harris with students from VCU Kinetic Imaging and Communication Arts to create a live, kinetic, performance-based installation that will be promoted as an event in a space downtown and entered in the 2011 InLight Festival. A Summer 2012 recipient was Allen Wittig, to research for and then compose a commissioned work: “Crisis of a Country: A U.S. Civil War Musical Retrospective,” a 20-minute oratorio for orchestra and chorus commemorating the Civil War up to the Battle of Gettysburg, performed March 14, 2013 by the VCU Symphony Orchestra and Commonwealth Singers, along with members of the Williamsburg Choral Guild, and narrated by Christy Coleman, President of the American Civil War Center at Historic Tredegar.

For details and to apply visit <https://provost.vcu.edu/initiatives/urop/urop-fellowship/>. E-mail questions to Herb Hill at <hhill@vcu.edu>.

**VCU GLOBAL EDUCATION UNDERGRADUATE RESEARCH FELLOWSHIPS**

Research proposals should show evidence of significant engagement with a culture originating from outside of the U.S. that is different from the applicant’s native culture. Successful proposals should exhibit how the project will increase the student researcher’s knowledge, skills, and experience to demonstrate successfully functioning across a variety of borders, such as national, linguistic, cultural, religious, and/or others. Each fellowship award includes $1500 in funding for the student and $500 for the faculty mentor, funded by the VCU Global Education Office. Past deadlines were March 1. This program may no longer be current: inquire of Herb Hill at <hhill@vcu.edu>.

**VCU UNDERGRADUATE FELLOWSHIPS FOR COMMUNITY-ENGAGED RESEARCH**

The Division of Community Engagement and Impact (CEI) has in the past funded three undergraduate community-engaged research fellowship awards for research projects mentored by VCU faculty and carried out in collaboration with a community partner. Proposals for this fellowship should include a community-engaged research project that creates and disseminates knowledge or creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. At least one of these fellowships will be awarded to a project that focuses on the advancement of human health. Each fellowship award includes $1500 in funding for the student, $500 for the faculty mentor, and $500 for the community partner. Past deadlines were March 10. For details and to apply visit <https://provost.vcu.edu/initiatives/urop/community/>. E-mail questions to Herb Hill at <hhill@vcu.edu>.

**VCU UNDERGRADUATE RESEARCH FELLOWSHIPS FOR INQUIRY, INCLUSION, AND INNOVATION**

The Institute for Inclusion, Inquiry, and Innovation (iCubed) will fund research fellowship awards for projects mentored by VCU faculty that fall within the iCubed Cores: 1. Oral Health Equity 2. Sustainable Food Access 3. Intersections in the Lives of LGBTQIA+ Communities 4. Urban Education and Family 5. Disrupting Criminalization in Education 6. Health and Wellness in Aging Populations 7. Racial Equity, Arts, and Culture 8. Culture, Race, and Health. Each fellowship award includes $1500 in funding for the student and $500 for the faculty mentor. Similar to the VCU UROP Summer Fellowship, student applicants should establish a partnership with their faculty mentor before applying. iCubed core faculty who wish to recruit interested student mentees are welcome to contact urop@vcu.edu for assistance. For more information visit <https://provost.vcu.edu/initiatives/urop/icubed/>; email <urop@vcu.edu>. 
VCU GRADUATE SCHOOL MENTORSHIP PROGRAM

The GSMP is not accepting 2021-22 applicants. FYI, it matches undergraduate and graduate students in mentoring relationships in order to expose undergraduate students to the graduate experience as they consider further study and to provide graduate students with the opportunity to develop mentoring skills as they share their own personal experiences with the undergraduate students in the program. Students are matched based on areas of academic discipline and/or interest. Students interested in being matched with a specific student must both indicate this preference on their applications.

The preferred Undergraduate Student Mentee Applicants are going into their sophomore, junior, or senior years. Undergraduates are expected to maintain a minimum GPA of 3.0 throughout the duration of the program. Interested undergraduate students should access the application at <https://graduate.vcu.edu/development/mentorship.html>. Mentee applicants are required to attend an information session and will sign up for the information session of choice on the application form. The past deadline has been mid-April.

VCU DEPARTMENT OF BUSINESS SERVICES SCHOLARSHIPS

The VCU Department of Business Services sponsors scholarships through agreements with business partners to support and enhance scholarship opportunities for VCU students. In partnership with the Office of Financial Aid, the Office of Multicultural Student Affairs, and the Division of Student Affairs & Enrollment Services, the following scholarships have been offered annually with a November-February application window for the academic year following. For more information on any of the scholarships below, please visit <www.bsv.vcu.edu/scholarships>.

- **VCU Affinity License Plate Scholarship Award**
  The VCU Affinity License Plate Scholarship Award is sponsored with proceeds generated by the Virginia Department of Motor Vehicles’ sales of license plates bearing marks of Virginia Commonwealth University. The program was established to recognize undergraduate Virginia students who have enhanced and promoted the image of Virginia Commonwealth University while also achieving academic scholarship in the classroom. Multiple scholarships in the amount of $2,500 each will be awarded.

- **VCU Dining Services Multicultural Scholarship Award**
  The VCU Dining Services Multicultural Scholarship program is funded by ARAMARK Educational Services, LLC. Students who have demonstrated outstanding academic scholarship in the classroom, as well as leadership in diversity efforts at Virginia Commonwealth University, may be considered for a $2,500 scholarship.

- **VCU Excellence in Community Services Scholarship Award**
  The VCU Excellence in Community Service Scholarship Award is sponsored with proceeds generated by the sale of class rings and graduation-related items through the Jostens Company. Virginia Commonwealth University values students who lead through their commitment to service on campus and within the community. This scholarship award recognizes extraordinary students and their outstanding service achievements. The amount of this scholarship award is $2,500.

- **VCU Scholarship for the Advancement of Women**
  The VCU Scholarship for the Advancement of Women is sponsored through proceeds generated by the sale of class rings and graduation-related items through the Jostens Company. Virginia Commonwealth University values students who dedicate efforts towards the advancement and promotion of women at VCU and beyond. Through the Scholarship Award for the Advancement of Women, our goal is to recognize an extraordinary
undergraduate student whose hard work benefits, promotes and advances women and/or women’s issues. The amount of this scholarship award is $2,500.

- **VCU Scholarship for Single Parents with Children**
  The VCU Scholarship for Single Parents with Children is sponsored with support form Barnes & Noble @ VCU. This scholarship has been established to assist single, divorced or widowed VCU students who are simultaneously raising children and attending school. The amount of this scholarship award is $2,000.

- **VCU Sophomore Year Scholarship Award**
  The VCU Sophomore Year Scholarship Award is sponsored through support from Pitney Bowes Management Services. Virginia Commonwealth University values students who show evidence of strong academic performance, are actively involved in their campus community and who demonstrate leadership potential. The extraordinary achievements of such students are recognized through the Sophomore Year Scholarship Award. The amount of this scholarship award is $1,000.

- **VCU Graduate Student Scholarship Award**
  The VCU Graduate Student Scholarship is sponsored with proceeds generated by the sales of class rings and graduation-related items through the Jostens Company. Virginia Commonwealth University values the contributions graduate students make to the university community through service, scholarship and leadership. This scholarship will recognize an outstanding graduate student with an award in the amount of $2,000.

- **VCU Faculty Senate Textbook Scholarship**
  The VCU Faculty Senate Textbook Scholarship is sponsored with support from Barnes & Noble @ VCU. Annually $10,000 in textbook vouchers will be distributed to students who demonstrate financial need in covering the cost of textbooks. A total of twenty $500.00 vouchers will be awarded each year.

**VCU CHAPTER OF THE HONOR SOCIETY OF PHI KAPPA PHI SCHOLARSHIPS**
The VCU Chapter of the Honor Society of Phi Kappa Phi offers the following awards for undergraduate students:

- The Wayne C. Hall Scholarship for a **rising senior** with a GPA of at least 3.5. Each school with an undergraduate program can nominate one student for this competition.

- The National Phi Kappa Phi Graduate Fellowship award for a **graduating senior** who will be attending graduate school. Each school is encouraged to submit at least one nominee for consideration by our chapter. Each Phi Kappa Phi chapter may nominate only one student from its pool of applicants for this national award. VCU’s nominee will automatically receive the $2,000 Lauren A. Woods Scholarship.

Each school solicits nominations from students and makes their selection. All application deadlines have been January 30. For more information, visit <www.vcu.edu/phikappaphi/scholars>.

A number of externally funded scholarships are also available. See “**EXTERNAL EVENT DEADLINES**” later in this document for additional information towards applying!

**GIGS**
One of the best scholarships available is a referral by Jazz Studies to work or even contract a performance. Whether on or off campus, paid or unpaid, remember that you represent VCU Jazz and VCU Music when you work a referred engagement. As with any scholarship, eligible students must have the support of Jazz Studies faculty and demonstrate appropriate leadership, conduct, and of course musical progress.
Virtually all gigs distributed by the Director of Jazz Studies are via e-mail, and he refers the employer to your e-mail address and phone. Make sure both are operable, and check them often. Student answering machines or voice-mail that drone on for 45 seconds (forcing the caller to hear recorded yelling or other diversions) may be entertaining to some but will likely lose you future work. Consider making your voice-mail/answering machine gig-ready for public referrals.

Student musicians who receive work from the Director of Jazz Studies should avoid sending substitutes in their place; and if they do, those substitutes should be of equal or greater experience than the original musicians. If the Jazz Studies Director refers you to the public as an ensemble leader for an engagement, it is your obligation to make prompt contact with the employer to confirm the details as were forwarded to you. You are also required to promptly contact your peer performers to confirm that they also have the correct details.

VCU Jazz is not a booking agency: we do not advertise, and we are not interested in competing against other local musicians to compare for the best bid an employer might find. We only engage musicians for those persons who approach us directly seeking VCU-related music. We do not provide demo recordings of the groups we offer and only supply musicians who play at a professional level, whether they are older or younger, whether students, faculty, or alumni.

Revisions effective April 1, 2008 to VCU Human Resources’ policies on Overload Jobs and Salary Supplement have made it difficult to hire student musicians who are already on VCU’s payroll via work or work-study, as such occasions would mandate that the employer add additional “fringe payments” on top of the salary. Therefore some e-requests for musicians may come your way which specify that the interested students have to specify whether or not they are on VCU payroll—or that they cannot be on VCU’s payroll at all. This is unfortunate but out of the control of VCU Jazz Studies.

If you have a steady jazz gig—twice a month or more at one locale, for example—The Jazz Studies Director will consider publicizing your event in the VCU Jazz E-Newsletter if schedules allow. If your gig may be eligible, please submit your event information via e-mail in the following format:

- **DAY(S), DATE(S), START TIME, END TIME**
- **ENSEMBLE NAME**
- **NAME OF VENUE**
- **ADDRESS OF VENUE**
- **VCU-RELATED PERSONS INVOLVED** (faculty, students, alumni)
- **COVER/ADMISSION CHARGE**
- **ONLY AGES 21 OR OVER ADMITTED?**
- **PHONE NUMBER OF VENUE**
- **RELEVANT WEB SITE(S)** (typically of the venue or of the ensemble)

The more your information format varies from the above, the more delay in the potential E-News listing. If you have new or revised information about steady engagements (including the cancellation of a gig), please e-mail me details as well.

Due to the press of business, the E-News cannot usually publicize non-steady engagements unless they are of a higher profile than the typical local engagement. Exceptions are certainly possible: e-mail the Jazz Studies Director.
Should you be short of transportation for a gig, VCU does offer a fairly unique option: the Zipcar. VCU students can join Zipcar for $25/year (faculty and staff $25 also, at this writing)—for which you may receive discounts in free driving to use your first month. There is 24/7 access to Zipcars parked right on campus. Simply reserve online, let yourself in with your Zipcard and drive. The hourly and daily rates always include gas and insurance. Members age 18-20 can use a dedicated group of Zipcars that live on campus. Members age 21+ also have access to thousands of Zipcars all around the world. For more information, visit <www.zipcar.com/vcu>.

Finally, a word about free gigs. When paid gigs arise, notices generally go first to the students with the most experience, gradually building in more students to that list. Most non-paying gig offers that come the Director’s way are not forwarded to students, as the intent and tone of many of the offers are unprofessional. However, some free gigs would potentially put the participating VCU students in front of the eyes and ears of established musicians and in front of an audience who appreciates the musical content, potentially leading to a future paid gig. And some free gigs are for a great cause.

So if you are offered an unpaid gig by the Director, know that it has been screened as best as possible—and that it is typically sent to the most experienced students as well as the lesser experienced. You then have a choice: stay lesser known by not playing in front of other musicians, or get better known by investing your time on your instrument where the right ears might hear you. And if you take this gig offer or similar, be sure you and your bandmembers play great. Musicians representing VCU Jazz are judged the same by an audience and by the pros regardless of whether or not the students are paid a dime. Represent us well!

**INTERNSHIPS for credit**

One of the great assets of VCU is its location in Richmond. This city offers a vibrant, urban locale that is home to several major recording studios, many smaller studios, music of all kinds, theatre, dance, and more. In short, VCU is surrounded by music business—a critical element in what VCU offers its students.

We intend to bring yet more of the business onto our campus than ever before—and send more of our students out there as well. In addition, endless opportunities await students who might accomplish an internship while traveling out of town—possibly even online—via the relationships established by the Department of Music and its faculty. Students may also choose to take advantage of the resources available from the VCU Cooperative Education Program (details below).

The APPM 493 Music Internship course is available at a variable 1 - 4 credits, repeated for a maximum of 4 credits. Open to junior- and senior-level music majors only, its prerequisites include a 3.0 GPA in major course work in Music and an overall GPA of 2.5, plus consent of the coordinator and department chair.

This course provides full- or part-time professional field experience with approved organizations/individuals. Areas for the internship include (but are not limited to) music publication and production, arts administration and promotion, arts management, entertainment law, presentations and research, instrument repair, recording techniques, composition and arranging, and/or performance opportunities.

**not for credit**
University Career Services assists students and recent alumni to identify and achieve their career goals. Career Center staff work with students to help them explore career options, decide on career directions and develop sound strategies for realizing their career goals. Located at 907 Floyd Avenue, Room 143, it offers a career library of more than 600 books and publications. Students have access to employer literature, recruiting brochures, and graduate and professional school publications. Career counseling sessions are offered by appointment using assessment tools such as the Strong Interest Inventory, the Self-Directed Search and the Myers-Briggs Type Indicator. Students may receive assistance with résumé development, job-search skills, and interviewing techniques.

Career Services maintains job postings of full-time, part-time, internship, and co-op positions for students who are eligible. These postings may be accessed 24 hours a day through an account with Career Services. Both on- and off-campus work-study positions for eligible students can be viewed online once you are registered.

Career Services also offers a comprehensive Cooperative Education Program that blends traditional academics with paid work assignments in industry, business, government and nonprofit organizations. This combination enhances the student’s academic knowledge, personal development and preparation for a professional career, and provides broad exposure to the student’s academic major. Students may work part time while taking classes or alternate semesters of work and study....

Please note that a few factors distinguish Co-op Ed experiences from Internships in the eyes of the Co-op Ed Program, among them:
• Interns may or may not receive financial remuneration from the employer; co-op students do receive remuneration.
• Interns usually work for only one academic semester; co-op students usually work for at least three semesters with either one employer or a series of employers.
• Interns are usually juniors or seniors; co-op students could be sophomores who can function in basic, entry-level positions and progress to more difficulty levels or work as additional courses are completed.

Such experiences are currently possible without academic credit. If interested, please contact Anna Umbreit, Senior Assistant Director, Arts, Design, & Entrepreneurship, University Career Services, University Student Commons, Room 143, 907 Floyd Avenue; office 828-1645; e-mail <umbreita@vcu.edu>. She is the Career Consultant for VCUarts. You should also be prepared to attend one of the orientation presentations by the program.

STUDY ABROAD
The School of the Arts annually offers up to ten Dean’s International Research Grants, in the past in the amount of $2500. Each department (such as Music) may recommend a maximum of two candidates for these awards, as VCUarts continues to strive to support international travel and
enforce the importance of a global perspective on creative and scholarly endeavors. To qualify you must be a current sophomore or junior in terms of credit hours earned (not including current in progress courses) at the time of application as described in the Bulletin or have at least one semester of required VCUarts courses to complete after the return from your proposed trip. Visit <https://arts.vcu.edu/innovation/undergraduate-grants/deans-international-research-grant/>.

In addition, one of our VCU Music alumnae, Stephanie Davenport Tignor, is the Director of VCU Education Abroad and offers the following, valuable information.

VCU Education Abroad offers many programs for students to study for a summer, semester, or year-long experience. Programs are available in every field of interest (including many fields not available through VCU); and credits can be applied towards one’s major, minor, general education, or elective requirements. Any financial aid and/or scholarships that students currently receive will apply towards their study abroad program; and there are many additional scholarship opportunities available, including a VCU Education Abroad Scholarship given at the beginning of our spring semester. Eligibility for most programs differs; but most require the student to be enrolled at VCU for two semesters, to be in good standing with VCU, and have above a 2.0 GPA.

Independent programs that offer summer music programs that can be found by searching on a web site such as <www.studyabroad.com>. The VCU summer programs can be taken by music students for credit towards their minors, general education, or elective requirements.

VCU is a member institution of the International Student Exchange Program (<www.isep.org>), which links VCU students to schools all over the world. There are summer, semester, and year-long opportunities through ISEP.

There are two ways to study abroad through the ISEP program. Most schools are ISEP-reciprocal schools. For reciprocal exchanges, VCU will charge VA in-state tuition (even if the student is out-of-state!) and room and board. ISEP-Direct schools (mostly in the UK and Australia) have a specific, set fee that is often more though sometimes less expensive than VA in-state tuition and room and board. ISEP schools offer classes taught in English in most countries, though certain places (such as France and Italy) require the student to speak the native language. The non-English-speaking schools require the student to have taken up to the 200-level in the language of instruction and to complete a language proficiency form with a language professor from VCU as a part of the application.

Reciprocal exchanges occur when a student from another University wants to study at VCU and we have students to offer to their school (so that the VCU student is paying for the incoming student to be here and vice-versa). This is a terrific opportunity for a student that has been wanting to study abroad but didn’t know whether s/he could afford it. The student is responsible for airfare and spending money.

Examples might include Napier University in Edinburgh, Scotland: the Ian Tomlin School of Music there (<www.courses.napier.ac.uk/u54110.htm>) offers courses in classical, jazz, and popular music including music therapy, composition, and industry. Some American schools offer study abroad opportunities, such as the University of Syracuse in New York, which has a music industry program in London. As long as the program is offered through an accredited institution that accepts visiting, non-degree-seeking students, students can study anywhere they like. VCU does not allow its students to participate in programs offered in countries that are listed on the U.S. Department of State’s travel warning website.
The following information comes from Ms. Tignor regarding potential jazz programs abroad:

Accademia Europea di Firenze (<www.aefirenze.it/en>) offers a jazz music program and apparently allows independent students to apply. Classes may include piano class, private instrument study, jazz ensemble, combo, and music business. The program director is Antonio Vanni, who has studied and taught jazz with NYU in New York and used to direct their music program in Florence. He also has a magazine in Italy called Jazz It (<www.jazzit.it>).

Goldsmith’s College in London offers jazz performance and theory. The music department is oriented towards popular music, and there is a very performance-oriented student body.

University College Cork does offer some Jazz courses and is a really strong music school.

GlobaLinks (<www.globalinksabroad.org>) offers a program at Griffith University in Brisbane, the University of Adelaide, CQ University in Australia, Victoria University of Wellington, and University of Auckland in New Zealand: all have jazz performance and studies programs.

IES Abroad offers a program at the Conservatorium in Amsterdam. The CvA is very focused on students who want to become professional musicians. Courses are taught in English. Students work one-on-one with professional musicians on their primary instrument and also play in ensembles. Courses in Theory and History are possible, if needed. The student’s course of study is very much tailored to what the student wants to achieve in terms of his/her musical goals, and to what the student can transfer back to the home school for credit. Visit <www.iesabroad.org/study-abroad/programs/amsterdam-direct-enrollment-conservatorium-van-amsterdam>.

VCU Music students, including Jazz Studies majors, have received opportunities via the VCU Education Abroad program. Should you be interested in studying abroad, contact Stephanie Davenport Tignor, Education Abroad Director, VCU Global Education Office, 912 W. Grace Street, Box 843043, Richmond, Virginia 23284-3043; phone: (804) 828-8471; fax: (804) 828-2552; e-mail <davenportse@vcu.edu>; or visit <https://global.vcu.edu> for more information.

KAPPA KAPPA PSI
This fraternity was founded both to serve the university band programs and to offer its members fellowship. Typically it assists the marching band program; but since VCU has none, we are fortunate that it instead seeks to assist the VCU Jazz Studies Program. Its current primary service activities include ushering at all concerts, organizing the jazz ensemble library, and assisting VCU Jazz Day (an event bringing 30-40 high school students to campus to study and perform jazz throughout the day).

The Jazz Studies Program is extremely grateful to Kappa Kappa Psi for its annual assistance to our needs. When you meet a member, please offer your own thanks directly to him or her. And if you would like to learn more about the organization, please contact its representatives at <kkpsi.vcu@gmail.com> about joining.
ORBITAL MUSIC PARK
Students often seek a place to rehearse or perform music beyond VCU. Orbital Music Park (<www.orbitalmusicpark.com>) is a potential hub for your future collaborations, performances, cinema screenings, sound designs, rehearsal spots, creative conversations, instrument libraries, and dreams. This is not an endorsement, per se; but OMP is a place where visual art, music, spoken word, intergenerational projects for all ages, and more can overlap as well as co-exist.

There’s rehearsal and performance space, plenty of usual and unusual house instruments, lots of parking, air conditioning/heat, a coffee/tea bar, and a great vibe. The proprietors, Morgan Huff and Tom Illmensee, have created a scheduling app for easy bookings across their many open hours daily and have also created a community on the Slack app where people can put a spontaneous call out to other creatives towards potential intersections.

Here are links providing an intro video, walk-through video, panoramic photo, and further information:

<https://spark.adobe.com/page/e16En7OgjX2MB/>
<www.orbitalmusicpark.com>
<www.facebook.com/ompRVA/>
<www.instagram.com/orbitalmusicpark/>

VCU COUNSELING, WELLNESS, RAM PANTRY, AND REPORT IT
If you need additional assistance with a challenging aspect of your life, know that University Counseling Services (<http://www.students.vcu.edu/counseling>) is ready to assist at the University Student Commons, 907 Floyd Avenue, Room 238, 828-6200, M-F 8a-5p. Did you know that their services are free to all currently enrolled VCU students, up to 12 sessions per academic year? They provide comprehensive evaluation and consultation for mental health care, including: case management, referral services to a community provider, brief individual and couples therapy, group therapy, consultation, and resiliency workshops. If you feel uncomfortable talking directly to someone, perhaps at least check out the self-help tips at <https://counseling.vcu.edu/self-help>.

And if you’re in the midst of an after-hours emergency, you don’t have to wait until 8a. Please call the VCU Police dispatcher at 828-1234, and ask to speak to a therapist. You’re important to us all!

The Wellness Resource Center (often known simply as “The Well”) (<https://thewell.vcu.edu/wellness/>) offers a range of supports on aspects of health including physical, mental, and sexual health, self-care, mindfulness, sleep wellness, and more. Rams in Recovery (<https://students.vcu.edu/programs/recovery-support/>) supports students in recovery from substance-use disorders.

The Ram Pantry (<https://students.vcu.edu/find-resources/dean-of-students/ram-pantry/>)) aims to combat food insecurity for VCU students. And the VCU Free Store (<https://sustainability.vcu.edu/free-store/>) is a new, inclusive, on-campus resource aimed at addressing the basic necessities of living for members of the VCU community.

Maybe you’re fine, but a student you know seems not so; and you’re so concerned you’re wondering what you should do. VCU, VCUarts, and VCU Music want you to know that you should REPORT IT—that’s the name of VCU’s online service through which, on just one page, you can share what you’ve observed and know that that information will go immediately to the appropriate staff at VCU to review so as to assist. You’ll find REPORT IT at
<https://cm.maxient.com/reportingform.php?VirginiaCommonwealthUniv>. And again, if it’s an emergency, instead immediately call the VCU Police dispatcher at 828-1234—or 911!

**ANNUAL VCU EVENTS**

**JAZZ SOUFFLÉ SERIES**
You’re invited to a series of workshops presented by selected VCU Jazz Studio Faculty: the *Jazz Soufflé* series. This series features a number of our jazz faculty presenting 90-minute (or more) workshops at various hours so that you have the opportunity to learn from them even if you don’t have a class with them. Since our studio adjuncts are usually on tight daily schedules, they are the focus of this series. The series is sponsored by the VCU Jazz Students Fund. Attend whenever possible!

**FALL JAZZ FESTIVAL**
This tradition features the JO I, JO II, and various Jazz Studies faculty in a three-set concert. No other concert offers this combination. Plan to stay late!

**GREATER RICHMOND HIGH SCHOOL JAZZ BAND**
Auditioned students from area high schools rehearse in this ensemble most Sundays in the Spring semester, 2-4 p.m. in MC 1003 and perform several concerts. On occasion you will be asked if you are available to substitute for an absent member: get in some sight-reading!

**JAZZ 4 JUSTICE**
As noted above, 2015 was the inaugural year for the Jazz 4 Justice™ concert, presented with the Greater Richmond Bar Foundation (<www.grbf.org>), proceeds benefiting pro bono legal services in our community and VCU Jazz scholarships. See the calendar following for the upcoming J4J concert featuring the VCU Jazz Orchestra I, Jazz Orchestra II, combos, and vocal ensemble, Vlahcevic Concert Hall, Singleton Center.

In order to appropriately share the programming load for the concert, the JO I, JO II, and experienced SJE members will need to think ahead during the Fall semester to rehearsing their repertoire for the Jazz 4 Justice™ concert.

**JAZZ DAY**
On one Saturday in the Spring semester, selected high school students from the area are invited to join various VCU Jazz faculty in a day of workshops, rehearsals, and concerts. The VCU JO I is to hold the midday period of that date, as it performs in a midday concert. All students in VCU jazz ensembles should prepare to volunteer assist at some point of that day for setup, teardown, or operation.

In any given year, many of our most accomplished VCU Jazz majors are alumni of VCU Jazz Day. It is impossible to hold this massive event without the volunteerism of VCU Music students. Thank you, in advance, for pitching in!

**APRIL JAZZ ORCHESTRA I CONCERT WITH GUEST**
A highlight of the year occurs when a renowned guest artist collaborates with the JO I, preceded by workshops open to all VCU Music students and faculty. Expect a three-day menu of activities from the Sunday through the Tuesday.
EXTERNAL EVENT DEADLINES (Note that not all information may be current, and deadlines may change!)

CONNECT NETWORK
Our first listed item, ConnectVA, has no deadline and has operated within the VCU Division of Community Engagement. It is a resource for NonProfit Organizations (NPO) in the Richmond, Rappahannock and SouthSide areas. Visit its web site at <www.connectva.org> to find funding opportunities for your NPO or even for individuals.

VCU AUCTUS
Auctus is VCU’s Journal of Undergraduate Research and Creative Scholarship, run by VCU’s Honors College, and seeks submissions from anyone who has done scholarly research or has an interesting creative topic. Visit <www.auctus.vcu.edu/submit>.

NEW YORK FOUNDATION FOR THE ARTS
The NYFA has one of the most comprehensive arts-opportunities databases in the world. There is no deadline for its use. Visit <www.nyfa.org>.

ITHACA COLLEGE JAZZ ENSEMBLE COMPOSITION CONTEST
The Ithaca College Jazz Ensemble Composition Contest accepts submissions from composers in two separate categories: (1) high school-age composers, and (2) collegiate/pro/all others. Composers of any age or national origin are eligible. All entries will be judged anonymously. In a given year the submission may be required to feature a specific solo instrument. The prize for high school composers is $150, and the winning college/pro/other composer will receive $300. The past deadline for receipt of compositions has been January 20. Winning selections are then performed with the IC Jazz Ensemble in March in a live web-streamed concert. For more information, visit <https://www.ithaca.edu/academics/school-music/ensembles/jazz/composition-contest>.

VIRGINIA CREDIT UNION SCHOLARSHIPS
In June the Virginia Credit Union (VACU) awards 25 $2500 college scholarships to student members. To apply, a student must have joined VACU by the initial deadline of September 30, have his or her own credit-union account, and be a rising college freshman, sophomore, junior, or senior who will be taking at least nine credit hours per semester at an accredited college or university. The application deadline is the following March 31, with the awards issued in June. An additional scholarship offering is planned for students whose parents maintain a VACU account. For more information visit <https://www.vacu.org/scholarships>.

JAZZ COMPOSER BOOTCAMP
The Center for Jazz Studies at Columbia University (CJS) and American Composers Orchestra (ACO) in cooperation with The UCLA Herb Alpert School of Music, and EarShot, the National Orchestra Composition Discovery Network, hosts the Jazz Composer Bootcamp. Up to 35 jazz composers in various stages of their composing careers are selected to participate from a national call for applications. The successful applicants will be composers working in jazz, improvised music, and creative music whose work demonstrates excellent musicianship, originality, and potential for future growth. Applicants need not have prior experience with orchestral composition.

In he past these have been organized into two phases, one in early August and one from April to June. Applicants must be either a U.S. or Canadian citizen or a non-citizen, lawfully and
permanently residing or studying full-time in the United States. There are no age restrictions on participation. Previous years’ application deadlines have been around April 15. For more information visit <https://americancomposers.org/composer-opportunities/>, e-mail <jcoi@americancomposers.org>, or call (212) 977-8495.

**LAURIE FRINK CAREER GRANT**

The Laurie Frink Career Grant has offered $10,000 to a U.S.-based jazz brass player between the ages of 18 to 25. Begun in 2014-15, it will be awarded every two years to one musician. Applicants do not need to be enrolled in an academic institution in order to apply. Past deadlines have been June 1. Visit <https://www.lauriefrink.com/grant>.

**ISJAC/USF OWEN PRIZE IN JAZZ COMPOSITION**

The International Society of Jazz Arrangers & Composers, in tandem with the University of South Florida and Distinguished Professor, Chuck Owen, offer an annual prize to young, up-and-coming jazz composers. In the past the composer of the winning work for jazz big band received a $1,500 cash award along with a travel allowance of $500 towards attendance at ISJAC’s “Jazz Composers’ Symposium,” where the work will be performed (should the composer be able to attend) by the Colorado Jazz Orchestra in front of an audience of jazz composers from throughout the world. Any student currently enrolled full-time in an accredited, degree-granting institution, regardless of major, may apply. The competition is restricted to those age 26 or younger at the time of submission of materials. Past deadlines have included October 10, with notification of the winning work made in early December. For more information, visit <https://isjac.org/awards/2021-owen-prize-guidelines> and, for Emerging Black Composers, <https://isjac.org/awards/2021-prize-for-emerging-black-composers-guidelines>.

**JEN STUDENT COMPOSITION SHOWCASE**

The Jazz Education Network’s Student Composition Showcase gives current students an opportunity to have an original composition recognized and performed at the international level. All entrants will receive a certificate and comment from professional reviewers. A select group of participants may be invited to attend the JEN Conference in January and hear a professional performance of their music. For this event, Alfred Music Publishing will supply appropriate templates in Finale or Sibelius as needed, and may consider any of these compositions for publication, and as such, will contact the composer directly in that regard.

The composer must be a fully enrolled student throughout the current academic year and a current member of JEN to apply. Age groups include ages 14 through 17 as of September 1, and age 18 and above as of September 1, enrolled a minimum of six semester hours. Composition categories include Small Instrumental Group (2 to 8 instruments, maximum 6 minutes in length), Large Instrumental Group (9 instruments and above, maximum 6 minutes in length), Instrumental Group with Vocal Solo (maximum 3.5 minutes in length), and Vocal Group (4-8 voices a cappella or with rhythm section, maximum 3.5 minutes in length). Applications in the past had to be received online by midnight (Eastern Time) October 1, with a $25 non-refundable application fee paid prior. Chosen composers would be notified by November 1. Selected works may be performed at the JEN Conference. For more information, visit <https://jazzednet.org>.

**ASCAP YOUNG JAZZ COMPOSER AWARDS**

The ASCAP Foundation “Herb Alpert Young Jazz Composer Awards” have been established to encourage and support talented young jazz composers. The program is open to U.S. citizens or permanent US residents who have not reached their 30th birthday by December 31. Applicants must
submit a completed application form, the notated score of one composition, a recording of the composition submitted and biographical information listing prior music studies, background and experience. Only completely original music will be considered; arrangements are not eligible. Compositions that have previously earned awards or prizes in major national competitions are not eligible.

The winning composers have in the past shared $25,000 in ASCAP Foundation Awards. All submissions must be postmarked no later than December 1. For more information, visit <www.ascapfoundation.org/programs/awards/herb-alpert-composer.aspx> or call at (212) 621-6172.

VANDOREN EMERGING ARTIST COMPETITION
The Vandoren Emerging Artist Competition started in 2010 as a way to identify the next generation of great clarinetists and saxophonists and acknowledge them for their talent, the work it took to succeed, and the artistry they display on their instrument. The competition has also become a vehicle for young composers through the VEA commissions project to enlarge the clarinet and saxophone repertoire. The Competition is open to any highly proficient saxophonist or clarinetist—jazz or classical—between the age of 18 and 23. The winners are chosen by a committee of Vandoren performing artists. Each contestant will submit an audition recording featuring pieces from the required repertoire. The winners will perform at the Vandoren VEA concert in Indianapolis at the Music For All convention in March and visit Paris to meet representatives from Vandoren and participate in a number of activities. The deadline for submission in 2016 is December 7. For more information, visit <http://veacompetition.com>.

PERFORM WITH MINTZER COMPETITION
The Eastman Music Company holds an annual competition that offers the winner a saxophone and the opportunity to play with Bob Mintzer. The deadline is typically in the Fall, with the winner announced in November. Visit <www.performwithmintzer.com>.

VALHEN SCHOLARSHIP
The Virginia Latino Higher Education Network (VALHEN) offers an annual scholarship program dedicated to assist Latinx/Hispanic students to pursue higher education within the Commonwealth of Virginia. Scholarship awards are for one-year and will be paid directly to the recipient’s college or university to cover tuition, books, and/or fees. The application deadline is typically December 15. Scholarships available have ranged from $500 to $2500 each. For additional information, visit <https://www.valhen.org/valhen-scholarships>, email <scholarships@valhen.org>.

VSA INTERNATIONAL YOUNG SOLOISTS AWARD PROGRAM
The VSA International Young Soloists Competition annually recognizes outstanding young musicians with disabilities and supports and encourages them in their pursuit of a career. A committee of distinguished music professionals selects up to four winners, ages 14-25: two from the United States and two from the international arena. These emerging musicians receive $2,500, professional development opportunities, and a performance at the John F. Kennedy Center for the Performing Arts in Washington, D.C.

Any musician who has a disability, age 14-25, is eligible to apply as either a domestic applicant (U.S. citizen or legal resident) or an international applicant (from outside the United States, including citizens of other countries living in the U.S. such as those on student visas). The competition is open to both individual musicians and ensembles of two to five members. In order for ensembles to be eligible, at least one member must have a disability, all members must be age 14-25,
and all members must meet the criteria for either domestic or international applicants (i.e., an ensemble applying as an international applicant must be comprised of all international members). All genres of music are accepted, including—but not limited to—classical, jazz, hip-hop/rap, rock/alt rock, pop, indie, bluegrass, folk, country, R&B/blues, Latin, and World. Past deadlines have been in late January. For more information, visit <https://www.kennedy-center.org/education/opportunities-for-artists/competitions-and-commissions/vsa-international-young-soloists>.

**JACOB K. JAVITS FELLOWSHIP PROGRAM**
The Jacob K. Javits Fellowship Program provides financial assistance to students who have demonstrated superior academic ability and achievement, financial need, and exceptional promise to undertake graduate study in the arts, humanities, and social sciences leading to a doctoral degree (or to a master’s degree where the master’s degree is the terminal highest degree awarded in the selected field of study).

This Fellowship is available to first-year graduate students and to seniors who are applying to a graduate program. The Fellowships are worth about $42,000 per year for up to four years. Students should only apply if they have at least a 3.75 overall GPA and are stellar achievers: a 3.95 or 4.00 GPA is not unusual. It is very competitive. For further information, visit <www.ed.gov/programs/jacobjavits/applicant.html>.

**FULBRIGHT PROGRAM**
The Fulbright program is sponsored by the U.S. Department of State and is the largest U.S. international exchange program offering opportunities for students, scholars, and professionals to undertake international graduate study, advanced research, university teaching, and teaching in elementary and secondary schools worldwide. It annually awards approximately six thousand grants, at a cost of more than $235 million, to U.S. students, teachers, professionals, and scholars to study, teach, lecture, and conduct research in more than 150 countries, and to their foreign counterparts to engage in similar activities in the United States.

Undergraduates who will graduate by August in a given year and any graduate or professional students are eligible to apply in the fall of the preceding year for the academic year following graduation. For example, the 2008-2009 U.S. Student Fulbright Competition opened on May 1, 2007, with the deadline for applications October 19, 2007, all regarding study during the 2008-09 academic year.

Successful candidates will have a keen interest in studying abroad and learning about other cultures and should have some knowledge of the language spoken in the country in which they want to study. There is no minimum required GPA, but successful candidates will typically be very strong students. Interested students should visit <https://us.fulbrightonline.org/applicants/types-of-awards> and then contact Jeff Wing, Fulbright Program Advisor and National Scholarship Coordinator, VCU Honors College, 828-1803, <jawing@vcu.edu>.

**NAMM PRESIDENT’S INNOVATION AWARD**
The NAMM President’s Innovation Award honors college students who demonstrate excellence in the field of music and who are interested in pursuing a career in the music industry. Cash awards of $750 are given once a year and one-time-only to selected undergraduate and graduate students to support travel needs and expenses to attend The NAMM Show, the annual global music products trade show in Anaheim, California in January, visiting professional development sessions and more than 7000 music products, pro audio, and live-event technology exhibits, with access to concerts,
special events, and networking sessions. The application cycle typically opens June 15 and closes September 30. Award recipients are then notified by November 15. Visit <https://www.nammfoundation.org/innovation?fbclid=IwAR2lx7Vt50A_4En3n_WJKUQh-pKB27H3MfmcCMlmyf_BMhiW_8c80YN8_Qu>.

**INTERNATIONAL SONGWRITING COMPETITION**

The International Songwriting Competition (ISC) is an annual songwriting contest whose mission is to provide the opportunity for both aspiring and established songwriters to have their songs heard in a professional, international arena. The 17 available categories include Americana; AAA (Adult Album Alternative), Blues, Pop/Top 40, Rock, Latin, R&B/Hip-Hop, Country; World Music, Folk/Singer-Songwriter, Gospel/Christian, Instrumental, Dance/Electronic, Children’s Music, Lyrics Only, Teen, and Performance. Entrants may submit as many songs as they wish in the same category or in multiple categories. Submissions are judged on the basis of creativity, originality, lyrics, melody, and composition. Previous years have awarded $150,000 in cash and prizes shared by some 70 winners, plus multilateral promotional campaigns designed to give international exposure and attention to their songwriting achievements. Winners are also included on the International Songwriting Competition Compilation CD distributed to music industry professionals including publishers, A&R representatives, and media.

Recent judges have included Darryl McDaniels (Run D.M.C.); LeAnn Rimes; Macy Gray; Tara Griggs-Magee (Executive VP Gospel/Urban Music, Sony Records); Michael McDonald (President, ATO Records); Chris Parr (VP of Music Programming & Talent Relations, CMT); Barbara Sedun (VP Creative, EMI Music Publishing Canada); Monte Lipman (President, Universal Records); Sean “P. Diddy” Combs; Aaron Lewis (Staind); John Ondrasik (Five For Fighting); Bo Diddley; Clint Black; David Hidalgo (Los Lobos); Branford Marsalis; Peter Furler (Newsboys); Taj Mahal; Sully Erna (Godsmack); Stacey Earle; Scott Kirkland (The Crystal Method); Michael Gudinski (Chairman, Mushroom Group of Companies); Alan Meltzer (CEO, Wind-Up Records); Tracy Gershon (Sr. Dir A&R/Artist Dev, Sony Records Nashville); Peter Asher (Co-President, Sanctuary Artist Management); Kim Stephens (VP A&R, Lava Records); John Scofield; Cassandra Wilson; Medeski Martin & Wood; John Mayall; Charlie Musselwhite; Tom Waits; Jerry Lee Lewis; Brian Wilson; Sean Paul; Craig Morgan; Mark Chesnutt; Rosanne Cash; Darryl McDaniels (Run DMC); Macy Gray; Frank Black (Pixies); Amy Ray (Indigo Girls); MercyMe; Blue Man Group; Robert Smith (The Cure); Isaac Brock (Modest Mouse); Peter Hook (New Order); Jeff Stinco (Simple Plan); and Tiësto (Producer/Remixer/DJ); Charlie Walk (President, Epic Records); Monte Lipman (President, Universal Records); Bruce Iglauer (Founder/President, Alligator Records); Mona Scott-Young (President, Violator Records); Steve Lillywhite (Sr. VP of A&R, Columbia Records/Producer - credits include U2, The Rolling Stones, Dave Matthews Band, and Peter Gabriel); Alexandra Patsavas (Owner, The Chop Shop Music Supervision - credits include The OC, Grey’s Anatomy, Without A Trace, Carnivale, Rescue Me); Tara Griggs-Magee (Executive VP of Gospel/Urban Music, Sony Records); Dan Storper (President, Putumayo World Music); Thomas Brooman (Co-Founder/Artistic Director, WOMAD); Larry Willoughby (VP A&R, Capitol Records Nashville); Cameron Strang (President, New West Records); Angel Carrasco (President of 605 Discos and Sr. VP of A&R, Sony BMG Latin America); Betty Pino (DJ, WAMR Miami/Pioneer of Latin radio); Manolo Gonzalez (Sr VP of Regional Mexican A&R and National Promotion, Univision Records); Barbara Sedun (VP Creative, EMI Music Publishing Canada); Cory Robbins (Founder/President, Robbins Entertainment); Danny Epstein (Music Supervisor, Sesame Street/Sesame Workshop); Emily Wittmann (VP, Nick Records); and Leib Ostrow (CEO, Music For Little People).
The deadline is typically mid-September, with a $30 application fee. Richmond residents have merited awards in this competition. For further information, visit <www.songwritingcompetition.com>.

BERNARD/EBB SONGWRITING AWARDS
2015 was the inaugural year for the Bernard/Ebb Songwriting Awards. Applicants must be from Maryland, Virginia, or Washington, D.C. Finalists perform live for the jury in Maryland in March. The grand prize winner receives $10,000 and 25 hours of studio time. A Young Songwriter Prize of $2,500 also is awarded. The past entry deadline has been early November. For more information, visit <https://www.bethesda.org/arts-and-entertainment/bernard-ebb-songwriting-awards>.

SAMMY NESTICO AWARD
The U.S. Airmen of Note jazz ensemble sponsors the Sammy Nestico Award, a composition contest seeking an unpublished work for jazz ensemble instrumentation (5,4,4,4). Citizens and legal permanent residents of the United States, age 34 or younger as of November 1 (except those actively involved in a military music program) are eligible. A full score and set of parts or full score and CD recording are required. The winning composition will be performed by The U.S. Air Force Airmen of Note, with expense-paid travel for the composer to Washington, D.C. for the performance. There will be a professionally produced live recording, plus an opportunity for a $2,000 follow-up commission. The deadline for application has been November 1. For more information, visit <https://www.music.af.mil/Bands/The-United-States-Air-Force-Band/Events/Competitions/>.

MARVIN HAMLISCH INTERNATIONAL MUSIC AWARDS
The Marvin Hamlisch International Music Awards span categories in Composition for Musical Theatre, Film/Media Scoring, Classical Composition, and Jazz Composition. The awards are presented annually in New York City, the inaugural event held November 18, 2019. For application and prize details specific to each category, visit <https://hamlischawards.org/awards>. For information on past winners, visit <https://hamlischawards.org/winners>.

BETTY CARTER’S JAZZ AHEAD RESIDENCY PROGRAM FOR YOUNG JAZZ ARTISTS AT THE KENNEDY CENTER.
Betty Carter’s Jazz Ahead at the Kennedy Center identifies outstanding, emerging artists and brings them together under the tutelage of experienced artist-instructors who coach and counsel them, helping them to polish their performance, composing and arranging skills.

The Jazz Ahead program, brought to the Kennedy Center in 1998 by Betty Carter and held each April, now stands as a legacy and monument to this indomitable performer, who not only possessed one of this era’s most extraordinary voices, but whose dedication to jazz education launched the careers of such artists as Cyrus Chestnut and Jacky Terrasson. VCU students Alan Parker and Victor Haskins have received this honor in the past.

The application deadline for the Betty Carter’s Jazz Ahead residency program has recently been mid-October. Complete application requirements and program information are available by visiting <https://www.kennedy-center.org/education/opportunities-for-artists/pre-professional-artist-training/betty-carters-jazz-ahead>.

BOYSIE LOWERY LIVING JAZZ RESIDENCY
2015 was the inaugural year for this program, inspired by the Betty Carter Jazz Ahead Program. It invites 12-14 jazz players (two combos), age 17-25 years old, who perform and compose, spending two weeks working on their original compositions with like-minded peers. The residency is fully subsidized and supplies room and board. Participants only need to pay for their travel to and from the residency. For more information visit <www.boysieloweryjazzresidency.com>; e-mail <boysielivingjazz@lightupthequeen.org>.

DOWN BEAT AWARDS
Download application forms for the annual Down Beat Student Music Awards at <www.downbeat.com/sma>. Previous VCU students and ensembles have received a variety of awards. All experienced students should consider applying. The deadline has been December 31. (Alumni graduating in the preceding May can still apply so long as the recording was done between January and December.) Prof. García can usually assist with and sign applications as late as the first week of December exams, but earlier preparations are encouraged.

AMERICAN PIANISTS AWARDS
The winner of the American Pianists Awards will receive the Cole Porter Fellowship in Jazz, a prize worth more than $100,000 including $50,000 cash, career services, other performance fees, and pedagogical opportunities. Distinguished professionals worldwide are typically asked to nominate suitable candidates for the prize by December 15 of the given year. Candidates must be citizens of the United States, with certain age-restrictions between ages 18 and 30. Five finalists will be invited to Indianapolis for one week to perform with a trio at a public, ticketed performance at The Jazz Kitchen, to participate in a residency with a local high school, and to perform in other community musical events. The four finalists not named the winner will receive cash awards of $20,000 each. Previous judges have included jazz greats Bobby Short, David Baker, Ramsey Lewis, Kenny Barron, Rene Rosnes, Denny Zeitlin, Fred Hersch, Nate Chinen, John Taylor, Geri Allen, Danilo Perez, and Al Pryor. Recent winners include Sullivan Fortner (2015), Aaron Diehl (2011), and Dan Tepfer (2007). For more information visit <https://www.americanpianists.org/jazz>.

YAMAHA YOUNG PERFORMING ARTIST PROGRAM
Yamaha Corporation of America, Band & Orchestral Division, has offered the annual Yamaha Young Performing Artist program (YYPA) for 25 years, recognizing outstanding young musicians from the world of classical, jazz, and contemporary music. Winners of the competition typically will be invited to attend an all-expenses-paid weekend awards ceremony at the Band of America Summer Symposium, a taped live recital/concert by the winners and Yamaha performing artists, and other events and honors. Winners also will enjoy many of the privileges of a Yamaha artist, including services and communication with Yamaha’s artist relations department. Over 100 YYPA winners have gone on to distinguish themselves in the world of music.

The application deadline is typically in March. Applicants must be between the ages of 16 and 21 at the time of the application and must be available during the proposed event period (typically late June). Jazz and contemporary adjudicators have in the past included such artists as Mike Garson, piano, recording artist (David Bowie, Smashing Pumpkins); Martha Mooke, strings, progressive recording artist; Dave Samuels, percussion; and Allen Vizzutti, trumpet. For more information, visit <http://usa.yamaha.com/music_education/yypa/>.

JOE KENNEDY, JR. JAZZ MUSIC SCHOLARSHIPS
During dates TBA, The Richmond Jazz Society accepts applications for this award, usually given to two students who are attending or will attend a two-year or four-year Virginia college or university
with an emphasis in Jazz Studies. Scholarships are typically awarded in the summer. This program may currently be on hold. Interested applicants should visit visit <https://www.vajazz.org>, contact Richmond Jazz Society for an application form and guidelines at (804) 643-1972 or via email at <rjs@vajazz.org>. Many previous VCU students have received these scholarships, such as David Brogan and Jason Gay (2002); Sam Savage and Jesse Spencer (2003); Jason Arce (2004 and 2006); Samson Trinh and Billy Williams (2005); Donald Crawford, Taylor Seward, and Marcus Tenney (2006); Ian Magee (2007); Ben Heemstra (2008); Karl Morse, Andrew Randazzo, and Dean Christensen (2009); Victor Haskins (2010); Victor Haskins, Aaron Williams, and Henry Houston III (2011); Victor Haskins (2012); and Marc Roman, Roger Pouncey, Trey Sorrells, and Macon Mann (2013). The scholarship program went on hiatus for 2014 and 2015; recipients then included Chet Frierson, Ben Kelly, and Bryan Connolly (2016) and Chet Frierson, Jake Adams, and Bryan Connolly (2017). In 2018 the RJS elected to donate $500 to the VCU Jazz Studies Program as a whole.

THE VCU JAZZ STUDIES CALENDAR, 2021-2022 (subject to change)
The jazz ensembles audition requires that you:

- by the time of your audition (but not before announced), complete the online audition registration, linked from <https://arts.vcu.edu/academics/departments/music/ensembles/jazz/jazz-ensemble-audition-info/>.
- sign up for an appropriate audition slot using theSignUp Genius link announced.

All interested students should be sure to read the audition and placement policies stated in the VCU Jazz Studies Handbook, downloadable from <https://arts.vcu.edu/academics/departments/music/for-current-students/forms-and-resources/>, so that they will not inadvertently lose their opportunity to be in a jazz ensemble. Note that rhythmic reading of material provided online is required. You can find not only the written music but also helpful sound-files of acceptable and unacceptable stylistic interpretations at <https://arts.vcu.edu/academics/departments/music/ensembles/jazz/jazz-ensemble-audition-info/>.

DO NOT WAIT UNTIL THE LAST MINUTE TO SIGN UP FOR AUDITIONS, or you may not get a slot. FILL UP THE EARLY SLOTS FIRST!

? = Music or other events that VCU Jazz does not control and for which we are only forecasting at this point.

**Fall Semester**

T 8/17—URL will be announced to which all students interested in being in a JO and/or SJE will upload their completed schedule grids. The deadline for completion is your jazz ensemble audition (see below).

Visit the announcedSignUpGenius URL to sign up for your in-person audition.

Find audition information at <https://arts.vcu.edu/academics/departments/music/ensembles/jazz/jazz-ensemble-audition-info/>.

M 8/23, 2:30-3:45p, Welcome Jam Session, MC 1003—”We’d like to invite all jazz-interested new and returning students (major and elective) to an open jam session we’re co-hosting so that you can begin to meet each other. Join us Monday, August 23 from 2:30-3:45p in the James Black Music Center room 1003 (jazz band room). The building is across the street from the Singleton Center:
walk into the door on the Harrison Street side, and take an immediate right to room 1003. Bring your instruments, masks, and bagged bells; and come join us! We’ll provide a bass amp, guitar amp, piano, and drum set (including cymbal stands) for the drummers; but drummers should bring their own cymbals, clutch, and sticks. See you there!” Co-hosted by Thomas Windley (guitar) and ____________.

T 8/24—VCU classes begin.
  12:30-5:30p, MC 2014—VCU Jazz Horn (especially Saxes!) auditions for large and small jazz ensembles. (No JO II rehearsal today.)

W 8/25
  9:30-10:40a, 12:20-2p, MC 2014—Jazz Horn auditions. (No saxes in the morning.)
  2:10-5p, MC 2014—Jazz Guitar/Piano auditions.
  (No JO I rehearsal today.)

TH 8/26
  4-5p, MC 2014—Deliberations
  (No JO II rehearsal today.)

SUN 8/29
  E-mailing of ensemble rosters to all auditions. (A copy will likely be posted by that time on the Jazz Board outside MC 2014.) All ensemble members must then register for the correct ensemble, and auditions not placed in an ensemble they may have registered for must then drop the course so as to avoid receiving a failing grade at the end of the semester.

M 8/30
  3:40-5:30p, MC 1003—First rehearsal of Jazz Orchestra I.
  Last day for students to add/drop a course.

M 8/30-F 9/3—First rehearsals of SJE (as individually scheduled).

T 8/31
  1-1:50p, online webinar with Thornton Cline (<http://www.thorntoncline.com>), a 1976 VCU alumnus, Grammy and Dove Award-Nominated Songwriter of the Year (two years in a row). Cline has had over 150 of his original songs recorded by major and independent recording artists, receiving gold and platinum awards for his hit, “Love is the Reason,” recorded by Engelbert Humperdinck and Gloria Gaynor on RCA Records.
  4:40-6:20p, MC 1003—First rehearsal of Jazz Orchestra II.

M 9/6—VCU closed (Labor Day).

F 9/10—Deadline for Monroe Campus students to submit graduation applications to their advisors for December graduation.

F 9/17, 5p—Deadline for students of applicable ad hoc solos/duos/trios to e-mail García titles, composers, and arrangers (first and last names) re: Convo 10/5.
F 9/17, 5p—Deadline for JO II Director and Jazz Masters faculty liaison to e-mail García titles, composers, and arrangers (first and last names) re: Fall Jazz Festival concert 10/7.

T 10/5
Watch for updates as to the earliest time that the Concert Hall will be available. If not until 1p, then by 12:30p all parts of drum set must be backstage of the Concert Hall; by 12:45p the bass and guitar amps must be backstage.

1p—Jazz on Convo (following Winds & Percussion), Vlahcevic Concert Hall. (Coat and tie.)

TH 9/30, 4:40-6:30p—JO II rehearses in Vlahcevic Concert Hall.

W 10/6, 3:40-5:30p—JO I rehearses in Vlahcevic Concert Hall.

TH 10/7
2-4p—JO I rehearses in Vlahcevic Concert Hall.
4:40-6:30p—JO II rehearses in Vlahcevic Concert Hall.
8p—Fall Jazz Festival: VCU Jazz Orchestra I & II, & VCU Jazz Faculty, Vlahcevic Concert Hall, Singleton Center. Admission is $7 advance; $10 at the door; free with VCU student ID. (Coat and tie.)

F 10/8-SUN 10/10—Richmond Folk Festival (includes many forms of music sharing roots with jazz), downtown Richmond. Admission free.

SAT 10/9, 10:30a-12p—VCU Music Open House and Music Department Reception, following events presented by VCU and VCUarts that morning. Admission free, but advance registration required. Contact undergraduate Music admissions at <apply4music@vcu.edu>.

W 10/13, 5p—Deadline for students of applicable ad hoc solos/duos/trios to e-mail García titles, composers, and arrangers (first and last names) re: Convo 10/26.

TH 10/14, 6-8p—Prof. Antonio García presents within the VCUarts Pollak Society Series his session “Others TALK About Doing; We DO About Talking—Jazz Musicians, Creativity, and Academic Grading,” locale likely Vlahcevic Concert Hall, Singleton Center.

SAT 10/19, 5p—Deadline for JO II Director to e-mail García titles, composers, and arrangers (first and last names) re: Holiday Gala 12/10.

F 10/22—VCU Reading Day (no classes).

SAT 10/23
10:30a-12p—VCU Music Open House and Music Department Reception, following events presented by VCU and VCUarts that morning. Admission free, but advance registration required. Contact undergraduate Music admissions at <apply4music@vcu.edu>.

M 10/25
5p—Deadline for JO II Director to e-mail García titles, composers, and arrangers (first and last names) re: JO II concert 11/16.

T 10/26
Watch for updates as to the earliest time that the Concert Hall will be available. If not until 1p, then by 12:30p all parts of drum set must be backstage of the Concert Hall; by 12:45p the bass and guitar amps must be backstage.

1p—Jazz on Convo (following Guitar), Vlahcevic Concert Hall. (Coat and tie.)
5p—Deadline for students of applicable ad hoc solos/duos/trios to e-mail García titles, composers, and arrangers (first and last names) re: Convo 11/16.

F 10/29
Mid-Term grades due.
5p—Deadline for directors of applicable SJE to e-mail García titles, composers, and arrangers (first and last names) re: Concert 11/15.

T 11/2—University closed (Election Day).

W 11/3—VCU advance registration begins for Spring semester.

TH 11/4
2-4p—JO I rehearses in Vlahcevic Concert Hall.
4:40-6:30p—JO II rehearses in Vlahcevic Concert Hall.
8p—VCU Jazz Orchestra I, Vlahcevic Concert Hall, Singleton Center. $7 advance; $10 at the door; free with VCU student ID.

NOTE: JO I, JO II, and some experienced SJE members will need to think ahead as to what of their repertoire might suit the Spring Jazz4Justice concert.

M 11/8-T 11/9—Clinics and concert by the SHEroes Quintet (Jamie Baum, flute; Reut Regev, trombone; Monika Herzig, piano; Jennifer Vincent, bass; Rosa Avila, drums; http://www.music.monikaherzig.com). Funded by a grant from the VCU Foundation.

M 11/8, 11-11:50a: SHEroes virtual presentation in Music Industry class, available asynchronously to all Music/ensemble students at link TBA.
M 11/8, 12-12:50p: SHEroes improv workshop during Jazz Improvisation class, SPAC B40. Open to all, space permitting.
M 11/8, 3:40-5:30p: SHEroes jazz workshop during JO I class, MC1003. Open to all, space permitting.
T 11/9, 8p—SHEroes, Recital Hall, James Black Music Center. Free admission. Funded by a grant from the VCU Foundation. (The venue may be moved.)

SAT 11/13—Last day for students to withdraw from a course with a W.

M 11/15
6:15-7:30p—Vlahcevic Concert Hall available for SJE set-up and sound-checks.
8p—VCU Small Jazz Ensembles, Vlahcevic Concert Hall, Singleton Center. Admission free. (Coat and tie.)

T 11/16
1p—Jazz on Convo (Small or Large Jazz Ensembles TBA), Vlahcevic Concert Hall. (Coat and tie.)
4:40-6:30p—JO II rehearses in Vlahcevic Concert Hall.
8p—VCU Jazz Orchestra II, Vlahcevic Concert Hall, Singleton Center. $7 advance; $10 at the door; free with VCU student ID. (Coat and tie.)

M 11/22-SUN 11/28—Fall Break.

M 11/29—Classes resume.

?F 12/10, 7p—VCU Holiday Music Gala, including Jazz Orchestra II, Vlahcevic Concert Hall, Singleton Center. Tickets $10 adult, $5 children 12 and under; donations appreciated. The evening benefits VCU MCV’s The Doorways (formerly the Hospital Hospitality House).

M 12/13—Last day of classes for Monroe Park campus.

T 12/14-T 12/21—VCU Exams.

T-TH, 12/14-12/16 within 9a-5p—Jazz Juries anticipated. Note that Jazz Brass juries will likely be scheduled within the preceding week due to Prof. García’s travel to Chicago to co-host The Midwest Clinic (<https://www.midwestclinic.org>).

W 12/15, 4-6:50p (tentative)—JO I records Jazz Arranging charts, MC 1003 (during JO “Exam” time).

**Spring Semester**

M 1/3, 4-8p—VCU Greater Richmond High School Jazz Band Auditions, Music Center 1003.

T 1/4, 4-8p—VCU GRHSJB Auditions, Music Center 1003.

SUN 1/16

2-4p—VCU GRHSJB rehearsal, Music Center 1003 (and most Sundays thereafter into May).

T 1/18

VCU classes resume.

4:30p—Deadline for all students interested in being in an SJE to upload their completed schedule grids to the announced URL, as ensembles will planned thereafter.

4:40-6:20p, MC 1003—First rehearsal of Jazz Orchestra II.

W 1/19, 3:40-5:30p, MC 1003—First rehearsal of Jazz Orchestra I.

M 1/24—Last day for students to add/drop a course.

M 1/24-F 1/28—First rehearsals of SJE (as individually scheduled).

?F 1/21, 5p—Deadline for students of applicable ad hoc solos/duos/trios to e-mail García titles, composers, and arrangers (first and last names) re: Convo 2/1 and Black History Month Convo 2/8.

F 1/28

Deadline for Monroe Campus students to submit graduation applications to their advisors for May graduation.

?3:30-7:30p—VCU Music Auditions (including Jazz).
Evening crews set up B40 for Jazz Day.

SAT 1/29, 9:30a-4p—VCU Jazz Day, free to invited high school students; events held in Singleton Center and the Music Center. Informal concert in Vlahcevic Concert Hall, Singleton Center, 3p. Admission free. The JO I will hold the midday free until further notice for a VCU concert. All VCU Jazz ensemble students will assist in the setup, operation, and teardown at some point of the day. Concert attire: casual but neat.

?F 1/28, 5p—Deadline for students of applicable ad hoc solos/duos/trios to e-mail García titles, composers, and arrangers (first and last names) re: Black History Month Convo 2/8.

?T 2/1
Watch for updates as to the earliest time that the Concert Hall will be available. If not until 1p, then by 12:30p all parts of drum set must be backstage of the Concert Hall; by 12:45p the bass and guitar amps must be backstage.

1p—Jazz on Convo (full program), Vlahcevic Concert Hall. (Coat and tie.)

T 2/8
?1p—Jazz on Black History Month Convo, Vlahcevic Concert Hall. (Coat and tie.)
4:40-6:30p—JO II rehearses in Vlahcevic Concert Hall.

W 2/9
3:40p—JO I rehearses in Vlahcevic Concert Hall.

TH 2/10
2-4p—JO I soundchecks in Vlahcevic Concert Hall.
4:40-6:30p—JO II rehearses in Vlahcevic Concert Hall.
8p—VCU Jazz Orchestra I, Vlahcevic Concert Hall, Singleton Center. $7 advance; $10 at the door; free with VCU student ID.

F 2/11
3:30-4:30p—JO II sets up stage and sound. Meet on the Concert Hall stage for coordination by Curt.

4:30-5:45p—JO I and J4J Scholars soundcheck.
5:45p—break (JO II will not soundcheck.)
6-7p—Complimentary pizza dinner for all J4J performers (SPAC B15).
7:15-7:30p—Dress rehearsal for vocal ensemble TBA, perhaps singing a cappella in the aisles (no mics needed).
7:30p—Doors open.
8p—Jazz 4 Justice™ concert, featuring the VCU Jazz Orchestra I, Jazz Orchestra II, vocal ensemble TBA, J4J Scholarship Recipients, and guest conductor TBA. Vlahcevic Concert Hall, Singleton Center. Presented with the Greater Richmond Bar Foundation (<www.grbf.org>). (Coat and tie.)

Admission is tentatively (advance) $35 General Admission/$20 Students and Seniors, (door) $40 General Admission/$25 Students and Seniors. The ticket price includes admission to the concert, hors d’oeuvres, and the first drink. Visit <www.grbf.org/j4jtickets2022/> to purchase tickets and <www.grbf.org/news/5th-annual-jazz-4-justice/> for information on a previous year’s concert.

Each performer will receive a free ticket for the concert from his/her ensemble director for your chosen guest. Make sure someone uses it, as it will add to the positive vibe of the concert if we
have 70 of your friends there! (We have generous sponsors who have already contributed to this concert’s fundraising but may or may not attend.) You are also welcome to attend the concert when not performing; and as a performer, you will not need a ticket to enter or re-enter the hall.

If you don’t want your guest-ticket, simply return it to your director to return to Prof. García. If your guest is a family member of age, s/he should feel welcome to enjoy the 7p pre-concert reception. If your guest is a fellow student, please ask that s/he refrain from the reception, leaving it to paid concert-goers—thanks!

Approx. 9:30p—Lobby Reception, plus pit jam session while JO I and J4J Scholars tear down stage and sound. The jam and reception should be done by 10:15p, allowing then for the clearing of the pit equipment. The students jamming will tear down the pit.

SUN 2/20

Between Noon-3:30p—Set-up and sound checks for various ensembles. (JO I also hold the concert date).

4p—Antonio García Faculty Jazz Recital (trombone, composition), Vlahcevic Concert Hall, Singleton Center. Admission free. Performers include Mary Hermann García, The Nashville Avenue Stompers, and VCU Jazz Orchestra I.

F 2/25

?5p—Deadline for students of applicable ad hoc solos/duos/trios to e-mail García titles, composers, and arrangers (first and last names) re: Convo 3/15.

F 3/4

5p—Deadline for JO II Director to e-mail García titles, composers, and arrangers (first and last names) re: JO II concert 3/22.

SUN 3/6-SUN 3/13—Spring Break.

M 3/14—Classes resume.

T 3/15

Watch for updates as to the earliest time that the Concert Hall will be available. If not until 1p, then by 12:30p all parts of drum set must be backstage of the Concert Hall; by 12:45p the bass and guitar amps must be backstage.

1p—Jazz on Convo (half program, following Guitar), Vlahcevic Concert Hall. (Coat and tie.)
6:30p—VCU Jazz Orchestra I, soundcheck at Westminster-Canterbury.
7:30p—VCU Jazz Orchestra I, private concert at Westminster-Canterbury.

F 3/18

Mid-Term grades due.

5p—Deadline for directors of applicable SJE to e-mail García titles, composers, and arrangers (first and last names) re: Convo 4/5.

F 3/25: Last day for students to withdraw from a course with a W.

T 3/22

4:40-6:30p—JO II rehearses in Vlahcevic Concert Hall.
8p—VCU Jazz Orchestra II, Vlahcevic Concert Hall, Singleton Center. $7 advance; $10 at the door; free with VCU student ID. (Coat and tie.)
SUN 4/3—No Jazz Studies recitals will be approved for today, as the focus of the day will be on preparing for the guest artist.

   2-3:45p—GRHJB rehearsal on Concert Hall stage (if held).
   4p to as late as 8p—JO I rehearsal with guest, Concert Hall. All JO I members must hold this date open. Also note that JO I crews will have to setup before 4p and teardown after 8p. (Note: MC1003 rhythm equipment may stay in SPAC from SUN afternoon through the T concert.)

M 4/4
   Noon-12:50p—Visits Jazz Improvisation class, SPAC B40.
   1-1:50p—Presents an instrument workshop, SPAC B40.
   3:40-5:30p—Rehearses with the VCU JO I, Vlahcevic Concert Hall.

T 4/5
   9-10:20a—Guest visits Jazz Arranging class, MC 1003.
   Watch for updates as to the earliest time that the Concert Hall will be available. If not until 1p, then by 12:30p all parts of drum set must be backstage of the Concert Hall; by 12:45p the bass and guitar amps must be backstage.
   1p—Jazz on Convo (selected Small Jazz Ensembles with guest ), Vlahcevic Concert Hall. (Coat and tie.) Follows brief presentation of VCU Music Senior Awards.
   2p—JO I rehearses in Vlahcevic Concert Hall.
   4:40p—JO II will not rehearse today.
   8p—VCU Jazz Orchestra I with guest , Vlahcevic Concert Hall, Singleton Center. $7 advance; $10 at the door; free with VCU student ID. (Coat and tie.)

F 4/8, 5p—Deadline for directors of applicable SJE’s to e-mail García titles, composers, and arrangers (first and last names) re: concert 4/25.

F 4/15, 5p—Deadline for GRHSJB director to e-mail García titles, composers, and arrangers (first and last names) re: concert 5/7.


M 5/2
   6:15-7:30p—Vlahcevic Concert Hall available for SJE sound-checks.
   8p—VCU Small Jazz Ensembles, Vlahcevic Concert Hall, Singleton Center. Admission free. (Coat and tie.)

W 5/4—VCU Reading Day

TH 5/5-TH 5/12—Exams.

SAT 5/7
   11a-12:30p—Setup and soundcheck.
   1p—VCU Greater Richmond High School Jazz Band, Vlahcevic Concert Hall, Singleton Center. Admission free. (Coat and tie.)

M 5/9, 4-6:50p (tentative)—JO I records Jazz Arranging charts, MC 1003 (during JO “Exam” time).

Contact number for general concert/ticket information: (804) 828-6776, Monday/Wednesday/Friday 9a-12p. Or visit <https://vcumusic.showclix.com> or e-mail <musictix@vcu.edu> to purchase your tickets!
Photography Release

For valuable consideration herein acknowledged as received, I hereby grant to Virginia Commonwealth University (VCU), its affiliates, legal representatives, and assigns, and those acting with VCU's authority and permission, the irrevocable right and permission to:

1. Record my image and/or voice on and/or in a photographic, video, audio, digital, electronic, or any other medium;
2. Use, modify, reproduce, exhibit and/or distribute any such recording, in whole or in part, in any medium now known or hereafter developed in connection with any publication or materials relating to or serving the mission and goals of Virginia Commonwealth University or Virginia Commonwealth University Health System, including advertisements, brochures, other promotional materials, or commercial purposes.
3. Use any such recording with or without my name.

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I hereby warrant that I am of legal age and have the right to contract in my own name. I have read the above Photography Release prior to its execution, and I am fully familiar with its contents. This release shall be binding upon me and my heirs, legal representatives, and assigns.

Name (Print) ___________________________ Date __________________

Signature ___________________________ Ph: ______________________

Address ______________________________

City __________________________ State __________ Zip __________

If the subject is a minor, the individual signing below is the parent or legal guardian of the Minor named below, and has authorization to sign on behalf of the Minor.

Parent or Guardian Name (Print) ___________________________ Date __________________

Parent or Guardian Signature ___________________________ Ph: ______________________

On behalf of Minor Name (Print) ______________________________

Address ______________________________

City __________________________ State __________ Zip __________

8-2016

An equal opportunity/affirmative action university
VCU JAZZ HEALTH FORM (print neatly!) (used for outreach; complete only when requested)

NAME ________________________________________________________________

PERMANENT STREET ADDRESS _____________________________________________

CITY, STATE & ZIP ______________________________________________________

YOUR PERSONAL PHONE # (____) _______ - _______ SS# _______ - _______ - _______

E-MAIL ___________________________ DATE OF BIRTH _____/____/____ AGE ______

GENDER _______ MARITAL STATUS ___________ SMOKER? ____YES ____NO

NEXT OF KIN _________________________ TELEPHONE (____) _______ - _______

PHYSICIAN ________________________ TELEPHONE (____) _______ - _______

RELIGION (optional) _______________ INSURANCE COMPANY _______________________

GROUP NUMBER _____________________ POLICY NUMBER _______________________

NAME SHOWN ON INSURANCE CARD _______________________________________

RELATIONSHIP TO THE INSURED _________________________________________

EMERGENCY CONTACT (NAME) ___________________________________________

EMERGENCY CONTACT’S TELEPHONE (____) _______ - _______

ALTERNATE EMERGENCY CONTACT (NAME) _________________________________

ALTERNATE EMERGENCY CONTACT’S TELEPHONE (____) _______ - _______

MEDICAL HISTORY – (Please list any conditions that you currently have—such as diabetes, asthma, heart disease, etc.) Continue on back of page if needed:

_____________________________________________________________________

CURRENT MEDICATIONS – (Please list names, dosage, and how often taken):

_____________________________________________________________________

ALLERGIES – (Please list ALL allergies):

_____________________________________________________________________

(Continue on back of page if needed.)
STUDENT FERPA CONSENT TO RELEASE CONTACT INFORMATION
Virginia Commonwealth University Department of Music

The Family Education Rights and Privacy Act of 1974 (FERPA) states that a student must authorize in writing the release of his/her educational records. Effective July 1, 2018, Code of Virginia section 23.1-405(C), prohibits a university from disclosing a student’s email address, physical address or telephone number under FERPA unless the student has affirmatively consented in writing to the disclosure. This restricts VCU faculty and staff from sharing a student’s contact information with other VCU students or third parties outside the university without written consent.

Because there are situations unique to the music department that might require faculty or staff to provide a student’s email address, phone number or physical address, we ask that you give written consent for us to share this information with necessary parties on a need-to-know basis.

Example situations where we might need to give another student or a non-VCU third party your contact information:

- Helping to arrange for substitute players in ensembles
- Coordinating opportunities for gigs, internships, networking or volunteering
- Providing info to affiliated institutions or community partners, such as Collegiate School, SPARC, Richmond Symphony, etc.

Please complete and sign this form to authorize VCU Department of Music faculty and staff to disclose your contact information when needed. You may revoke your consent at any time by submitting the Revocation of Consent form.

I understand my email address, phone number or physical address may be released orally or in writing to other VCU students or necessary third parties by VCU Music faculty/staff, and that this information will only be released on a need-to-know basis. I recognize this information will be stored online in a secure database and departmental personnel will have access to it. I understand this form remains in effect until otherwise revoked by me.

NOTE: FERPA forms must be submitted in person to a VCU Music faculty member, or to a staff member in the music office (Singleton Center, rm. 132.)

Student name: _____________________________________________
Student signature: __________________________________________
Date: _____________________________________________________

VCU V-Number: ____________________________________________
Instrument: ________________________________________________
(please specify Jazz if applicable)

For office use only
Received by: ___________________________________________ Date: _______
STUDENT REVOCATION OF CONSENT TO RELEASE CONTACT INFORMATION  
Virginia Commonwealth University Department of Music

The Family Education Rights and Privacy Act of 1974 (FERPA) states that a student must authorize in writing the release of his/her educational records. Effective July 1, 2018, Code of Virginia section 23.1-405(C), prohibits a university from disclosing a student’s email address, physical address or telephone number under FERPA unless the student has affirmatively consented in writing to the disclosure. Students may revoke this consent at any time.

Please note:

- Revoking consent via this form does not prevent the sharing of student contact information internally between VCU faculty and staff with a need to know, including student workers who access this information as a part of their job duties.
- Submission of this form means that we will not share your contact information by default, however, you may still be asked for your consent on a case-by-case basis as deemed appropriate by VCU Music faculty and staff.

Please complete the form below to **revoke your consent** for the VCU Department of Music to share your contact information.

*I understand that this form revokes my consent to release my contact information to other VCU students or necessary third parties by VCU Music faculty or staff. I understand that my revocation remains in effect until I submit another Student FERPA Consent to Release Contact Information form.*

NOTE: FERPA forms must be submitted in person to a VCU Music faculty member or to a staff member in the music office (Singleton Center, rm. 132.)

**Date:**

**Student name:**

**Student signature:**

**VCU V-number:**

**Instrument:**

*(please specify Jazz if applicable)*

**For office use only**

**Received by:** ________________________________  **Date:** ________________