



MUSC12415 *History of Jazz: Freedom to Fusion*

Term 1 - 2024

Profile information current as at 15/05/2024 12:48 pm

All details in this unit profile for MUSC12415 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit introduces you to the historical and cultural developments of jazz music, from the slave fields of the Mississippi Delta to jazz-rock fusion of the 1970s. It focuses on prominent musicians, composers and repertoire as well as the major sociological and political events that influenced musical trends in jazz from its origins to the present day.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

For entry into this unit, you must have completed 36 credit points in CG51

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2024

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 30%

2. **Written Assessment**

Weighting: 40%

3. **Online Quiz(zes)**

Weighting: 30%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from SUTE

Feedback

Teaching resources: Comments reflected an appreciation for the planning and development of high quality, original teaching resources that guided students through this unit.

Recommendation

Continue providing high quality learning resources.

Feedback from SUTE

Feedback

Consideration of students: Specific mention was made of the consideration of student learning styles in the provision of learning resources that catered to different learning preferences.

Recommendation

Continue to develop a range of resources to meet the various needs of learners in this unit.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Analyse the important musical, structural and aural characteristics of jazz music from the slave fields of the Mississippi Delta to the jazz-rock fusion of the 1970s
2. Explore the contribution of significant musicians and composers to the development of jazz music from the slave fields of the Mississippi Delta to the jazz-rock fusion of the 1970s
3. Contextualise the principal stylistic trends of jazz music from the slave fields of the Mississippi Delta to the jazz-rock fusion of the 1970s within the important social and political movements of this period.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online Quiz(zes) - 30%	•		•
2 - Written Assessment - 40%		•	•
3 - Online Quiz(zes) - 30%	•		•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving			
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence			
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Webcam

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Jason Smyth-Tomkins Unit Coordinator

j.smyth-tomkins@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Jazz History & Elements of Jazz	Chapter 1, 2 & 3 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Pre-Jazz History & Origins of Jazz	Chapter 4 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA.	

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
New Orleans & Early Jazz	Chapter 5 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA.	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Swing Era	Chapter 6 - 8 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA.	

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Bebop Revolution	Chapter 9 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA.	

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Birth of the Cool	Chapter 10 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA.	Elements of Jazz to the Bebop Revolution Due: Week 6 Monday (15 Apr 2024) 11:45 pm AEST

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Hard Bop Academy	Chapter 11 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA.	

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Transitional Geniuses: Miles & Trane	Chapter 12 & 13 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA.	The Count, The Duke and The Prince of Darkness Due: Week 8 Friday (3 May 2024) 11:59 pm AEST

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Latin Jazz	See Moodle site.	

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Free Jazz	Chapter 14 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA.	

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Jazz-Rock Fusion	Chapter 15 & 16 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA.	

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Revision		

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Cool Jazz to Jazz-Rock Fusion Due: Review/Exam Week Monday (3 June 2024) 11:45 pm AEST

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Elements of Jazz to the Bebop Revolution

Assessment Type

Online Quiz(zes)

Task Description

You will undertake a history and listening test based on the unit materials presented on the Moodle site during the term. The test will consist of the identification of works from a listening list and will contain short-answer responses related to the history of the artists and musical periods studied, from the **Elements of Jazz to the Bebop Revolution**.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 6 Monday (15 Apr 2024) 11:45 pm AEST

Exact details of the time and day of this assessment will be communicated to all students via the Unit Coordinator.

Return Date to Students

Weighting

30%

Assessment Criteria

Students are assessed on the accuracy of their responses to questions presented in the in-class quiz. This assessment item tests students' knowledge of influential artists of this period, aural awareness of artists and ensembles, historical, musical and stylistic characteristics and major historical events (musical and non-musical) of this period.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

See unit Moodle site.

Learning Outcomes Assessed

- Analyse the important musical, structural and aural characteristics of jazz music from the slave fields of the Mississippi Delta to the jazz-rock fusion of the 1970s
- Contextualise the principal stylistic trends of jazz music from the slave fields of the Mississippi Delta to the jazz-rock fusion of the 1970s within the important social and political movements of this period.

2 The Count, The Duke and The Prince of Darkness

Assessment Type

Written Assessment

Task Description

For this assessment task, you are required to write a 2500-word* written assignment. In completing this task, choose **one** of the following topics.

Topic 1

The Count Basie Orchestra were very influential in defining the rhythm section sound. Discuss the individual members of the All-American Rhythm Section (Count Basie, Freddie Green, Walter Page and Papa Joe Jones) and the contribution each of these musicians made to the development of the big band rhythm section. Provide appropriate score samples and URL's for an annotated playlist of audio tracks or excerpts to support your research.

Topic 2

The Duke Ellington Orchestra were one the most important bands in the history of jazz. Discuss the significance of this group, focusing on **three (3) key musicians*** of the ensemble and their contribution. Include a brief biographical introduction to Duke Ellington and an in-depth discussion of the **four (4) periods**** of his compositional and arranging practices. Provide appropriate score samples and URL's for an annotated playlist of audio tracks or excerpts to support your research.

* **Other than Duke Ellington, discuss the contribution of three key players from this list:** Cootie Williams,

Barney Bigard, Johnny Hodges, Ben Webster, Harry Carney, Cat Anderson, Juan Tizol, Joe "Tricky Sam" Nanton or Jimmy Blanton.

**** The four periods of Ellington's compositional history you must discuss are:** "Jungle Sounds Era", "Mood Era, "Concerto Era" and the "Blanton-Webster Era".

Topic 3

Miles Davis (or groups led by Davis) recorded several albums that stand out in the history of jazz as 'seminal recordings'. The following albums are acknowledged as pioneering developments of new jazz sub-styles and are heralded as some of the most influential jazz recordings ever produced.

- Cool Jazz: 'Birth of the Cool' ushered in a transition towards a bebop influenced, yet 'cool' sounding jazz.
- Modal Jazz: 'Kind of Blue' steered jazz away from the frenetic sounds of bebop and complex chord progressions, towards a simpler, modal based music.

Choose one (1) sub-style from those provided (above) and discuss the significance of this recording by providing the following:

- A brief biographical introduction to Miles Davis
- A historic overview of the chosen sub-style (Cool Jazz, Modal Jazz or Fusion), including an analysis of the musical, social and political influences
- A summary of the performance practises associated with the chosen sub-style (instrumentation, size of ensemble, common performance elements etc.)
- Background information on the associated album (Birth of the Cool, Kind of Blue or Bitches Brew). Such information may include the recording process, composer/arranger information and any important contributions from artists who recorded on the album
- Using an original recording from Youtube, provide a musical analysis of the individual song associated with each recording in a timestamp/musical description format. The recordings are (Birth of the Cool: Boplicity or Kind of Blue: So What). Provide appropriate score samples and URL's for an annotated playlist of audio tracks or excerpts to support your research.

Assignment presentation:• Include your name, student number and chosen topic

- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- You may use sub-headings to organise your assignment clearly
- You may refer to Youtube clips to demonstrate aspects of your discussion and reference appropriately
- Include in-text references
- Include a comprehensive reference list, adhering to the CQUniversity APA Style Guide
- All excerpts from URLs for music scores or recorded audio/video examples should include an in-text reference, and full details included in the reference list.
- Submit Microsoft Word (.docx) documents only.

***The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.**

Assessment Due Date

Week 8 Friday (3 May 2024) 11:59 pm AEST

Return Date to Students

Week 11 Friday (24 May 2024)

Weighting

40%

Assessment Criteria

Topic 1 & 2

- Appropriateness of introduction & conclusion - 10%
- Quality of structure and organisation of sections - 10%
- Relevance of content - 20%
- Ability to write in a clear and coherent manner - 20%
- Accuracy of spelling, vocabulary and grammatical structure - 20%
- Depth of research and evidence of wide reading - 10%
- Accuracy of reference list and in-text referencing - 10%

Topic 3

- Appropriate introduction and conclusion - 5%
- Accuracy of biographical history of the artist - 15%

- Precise and relevant account of the development of the musical sub-style and identification of contributing social and political influences - 10%
- Accuracy in the identification and discussion of the sub-style specific performance practises - 15%
- Accuracy and depth of research of the chosen album and associated artists - 15%
- Accuracy of musical analysis of the chosen recording - 15%
- Grammatical accuracy, punctuation, spelling and general presentation - 10%
- Correct use of academic referencing conventions - 10%
- Evidence of wide reading - 5%

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit via Moodle.

Learning Outcomes Assessed

- Explore the contribution of significant musicians and composers to the development of jazz music from the slave fields of the Mississippi Delta to the jazz-rock fusion of the 1970s
- Contextualise the principal stylistic trends of jazz music from the slave fields of the Mississippi Delta to the jazz-rock fusion of the 1970s within the important social and political movements of this period.

3 Cool Jazz to Jazz-Rock Fusion

Assessment Type

Online Quiz(zes)

Task Description

You will undertake a history and listening test based on the unit materials presented on the Moodle site during the term. The test will consist of the identification of works from a listening list and will contain short-answer responses related to the history of the artists and musical periods studied, from **Cool Jazz to Jazz-Rock Fusion**.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Review/Exam Week Monday (3 June 2024) 11:45 pm AEST

Exact details of the time and day of this assessment will be communicated to all students via the Unit Coordinator.

Return Date to Students

End of term.

Weighting

30%

Assessment Criteria

Students are assessed on the accuracy of their responses to questions presented in the in-class test. This assessment item tests students' knowledge of influential artists of this period, aural awareness of artists and ensembles, historical, musical and stylistic characteristics and major historical events (musical and non-musical) of this period.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

See unit Moodle site.

Learning Outcomes Assessed

- Analyse the important musical, structural and aural characteristics of jazz music from the slave fields of the Mississippi Delta to the jazz-rock fusion of the 1970s
- Contextualise the principal stylistic trends of jazz music from the slave fields of the Mississippi Delta to the jazz-

rock fusion of the 1970s within the important social and political movements of this period.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem