

Weekly Jazz Radio Listening Reports



Goal AH:p.: Analyze arts in themselves and in relation to specific histories, values languages, cultures, and technologies

Beginning with the **second week of the course**, students are required to listen to **one full hour of jazz radio per week** and keep a **detailed report** on their listening. Students will submit a report for grading *three times* during the semester. (Suggested radio programs and stations are listed on the following page.)

OBJECTIVES

These reports are intended to assess your achievement of core learning goals and your progressive acquisition, retention, and understanding of class material, including such specific curriculum concepts and learning outcomes as:

- Ability to identify African-American aesthetic elements in jazz performances
- Ability to identify the characteristics of specific jazz forms, styles, and genres
- Ability to explain how jazz has both influenced and been influenced by other genres of music (e.g.: classical, popular, world, rock, hip hop, etc.)
- Ability to listen to jazz performances with a greater depth of appreciation, understanding, and enjoyment.

INSTRUCTIONS

For every hour of programming:

1. Record in your report the name of the **artist** and **song title** for *each* recording you hear. Also try, if possible, to include the names of other musicians on the recording, the instruments they played, and any other information provided by the program's host.
2. Describe *each* recording *in detail*. Focus on identifying in each piece of music key topics and concepts that were introduced in class or in the assigned readings. These may include **formal elements, expressive techniques employed, connections to the history and evolution of jazz, connections to other “non-jazz” musical styles**. (All of these may not be apparent in *every* recording.)

Above all: Try to make me “hear” everything that you heard in the music.

3. Record your responses and reactions to each musical selection: e.g., Did it make you feel excited, energized, bored, depressed, etc.? And explain *why* it made you react that way. *It is crucial to say why*. Also, does the performance suggest a story, visual image, or personal memory? Include any other impressions you have of the recording.

For this part of the assignment, feel free to say what you think and don't worry about being “wrong.” Listening to music is a subjective experience. *Creativity is encouraged. Be as opinionated as you wish, but **state the reasons** for your opinions.*

REQUIREMENTS

Each week's entry should have the following header:

Source: e.g.: WXXX or wxxx.com (depending how you listened)

Program Title (if any): e.g.: “Just Jazz”

Program Host(if any): e.g.: Bob Bernotas

Date & Time you listened: e.g. Sunday, 1/20/19, 10:00-11:00 a.m.

Listening Reports are to be done in **Word (.doc) or pdf** format (*not handwritten*). The entry for *each* recording should take the form of a paragraph, about 150 words in length. (Outlines or bullet points *are not* acceptable.) In general, an hour of jazz radio comprises between six and nine separate selections, so expect to write six to nine paragraphs per week. *If the programming allows for it*, you might connect the progression of the tracks in the form of a unified essay.

Reports are due *three times* during the semester, in class or via email, by midnight on the dates specified in the syllabus. Unexcused late submissions will be dropped one grade. Unacceptable reports will lack sufficient detail and/or completeness, or reflect lack of attention to the assignment. Completion of this assignment is critical. *You cannot achieve success in this course without spending adequate time on this assignment.*

SUGGESTIONS

1. When doing your weekly radio listening, first take notes for each recording that is played during the hour. Then immediately after, while your observations and reactions are still fresh in your mind, write them up in your report.
2. Most stations that stream their programming have on-line playlists on their websites with the artist/song information. You may find these useful.
3. For variety, try listening to different programs or stations during different weeks.
4. **IMPORTANT: Back-up your files** to prevent possible loss through corruption. And be sure to **include your name** on files that you are emailing to me.

SUGGESTED JAZZ RADIO PROGRAMMING FOR LISTENING ASSIGNMENTS

Students are free to listen to any jazz radio programming that they choose. Here are a few suggestions.

88.3 WBGO (Newark) and **wbgo.org** broadcasts jazz throughout most of the day. With a only few exceptions – “specialty shows” that are clearly not “jazz” programs* – generally any hour of its daily schedule is acceptable.

* For example, Felix Hernandez’ “Rhythm Revue” – heard on Saturdays 10:00 a.m.-2:00 p.m. – is an excellent program of classic R&B and soul music, but it is *not* a jazz program, and so, not appropriate for the assignment.

WRTI (Temple University, Philadelphia) broadcasts jazz at from 6:00 p.m. to 6:00 a.m., and has a 24-hour jazz webstream at **wrti.org**. Other Internet options include **WEMU** (Eastern Michigan University), **Jazz FM.91** (Toronto), and **WPFW** (Washington, D.C.), all of which feature jazz programming during a major portion of their daily schedules and can be accessed via the Internet. And there are many others. *Most* programs on **Sirius XM’s “Real Jazz”** channel also may be used to satisfy this assignment.

Pandora, Spotify, YouTube and similar Internet sources are *not* the best options for this assignment, and so, are not recommended because they are random presentations of music, rather than actual radio “programs,” and don’t provide much information about the tracks played. If you are not sure whether or not a particular station or program is suitable, just ask.