

Module Specification

Module Title: Specialist Study Performance 1 (Jazz)

Module code:	HBAMJA001	NQF level:	Level 4
Credit value:	30 credits	Semester of study:	1 and 2
Module type:	Compulsory	Pre-requisites:	None
Available to:	BA (Hons) Music (Jazz)		

Module overview

The student will develop their instrumental/vocal performance and work towards a stylistically accurate performance of jazz and improvisation. They will develop a theoretical and practical understanding of the processes at work in jazz language and vocabulary. In consultation and collaboration with their specialist tutor, students will learn a range of different techniques in order to acquire, analyse and manipulate melodic, rhythmic and harmonic material in jazz improvisation. By the end of the year they will be able to manipulate coherent and idiomatically appropriate vocabulary and to convey a sense of harmonic function over jazz standard chord changes. Students will be introduced to a range of diverse jazz idioms and will be able to improvise within those styles with practical skill and theoretical understanding.

Students will have opportunities to work on deportment and basic stagecraft including entrances/exits, commanding the space, performance posture, moving within the stage, levels of address, and direct audience communication.

Aims

This module is designed to support students as part of the specialist study strand. Through one-to-one teaching opportunities, and the development of a rigorous practice regime, students will have opportunities to develop strong technique and musicianship that are needed for their instrumental and/or vocal development.

The module aims to:

1. Enable students to learn and develop the fundamentals of instrumental or vocal performance.
2. Develop existing skills in technique and musicianship.
3. Establish strong foundations on which to build their specialist performance skills.

Learning outcomes

On successful completion of this module, students will be able to:

1. Perform in a stylistically informed manner with appropriate repertoire skills.
2. Perform with appropriate technical command of, and fluency on, their specialist study instrument/voice through the application of melody, harmony, rhythm and aural skills.
3. Perform with appropriate technical skills, including; sight reading (where appropriate) to the appropriate level in the specified genre, as well as performing from memory (where appropriate).
4. Demonstrate effective programme planning.

Learning and teaching methods

Teaching is by individual tutorial, with supporting group study ('Performance in Context'), allowing for student-centred learning. Students will work towards a performance demonstrating a range of skills appropriate to the chosen musical idiom.

One to one tuition facilitates a developmental process over two trimesters. It is designed to build upon existing skills in technique and musicianship in order to establish strong performance skills with the aim of developing expression, creativity and technique.

Performance in context workshops are designed to support the student's one-to-one activity and place their specialist study in the wider context of technical considerations, artistic expression and critical insight. This will inform their technical assessment.

Masterclasses cover all pathway areas and they present the students with transferable, artistic, industry and professional insights. Students may attend scheduled masterclasses in any area to allow them to synthesise ideas that are presented through different genres and/or disciplines. Masterclasses are delivered by visiting professors and industry professionals.

Contact hours and directed study (over semesters 1 and 2)

Delivery type	Student hours
Indicative hours for learning and teaching activities	96 hours
Indicative hours of directed study	204 hours
Total hours (100hrs per 10 credits)	300 hours

Opportunities for formative feedback

Students will receive regular formative assessment via both performing opportunities and their individual lessons. Within the individual tuition process students receive verbal feedback regarding their progress on a weekly basis as part of an on-going development process. This is the same for the performance in context workshops that are designed to be group focused therefore offering possibilities for peer feedback and tutor feedback.

Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Technical Assessment	20 minutes	25%	2, 3
Performance*	20 minutes	75%	1, 2, 3, 4

*It is acknowledged that there are different professional conventions and that performance programme documents may be produced. These are not assessed.

Re-Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Technical Assessment	20 minutes	25%	2, 3
Performance*	20 minutes	75%	1, 2, 3, 4

*It is acknowledged that there are different professional conventions and that performance programme documents may be produced. These are not assessed.

Indicative Reading List

Indicative repertoire per instrument will be provided by appropriate tutor.