

## Module Specification

**Module Title:** Specialist Group Study Performance/Composition 2 (Jazz)

<b>Module code:</b>	X_JAZ5C003R	<b>NQF level:</b>	Level 5
<b>Credit value:</b>	30 credits	<b>Semester of study:</b>	1 and 2
<b>Module type:</b>	Compulsory	<b>Pre-requisites:</b>	None
<b>Available to:</b>	BA (Hons) Music (Jazz)		

### Module overview

Performers and composers will develop their ability and knowledge in respect of jazz performance, and they will also contribute to the writing of original material. A range of styles and repertoire from specific eras will be explored during the course of the module. Students will be expected to contribute material for their ensemble's assessed performances in the form of original arrangements and/or compositions. Different strategies for developing skills in Jazz improvisation along with appropriate practice and rehearsal techniques will be explored during the course of this project, as will elements of Jazz-specific notation and issues of ensemble musicianship such as intonation, instrumental balance, phrasing, rhythm, musical interplay and active, critical listening during the course of performance. They will be able to acquire and transmit musical material effectively, both aurally and by means of appropriate forms of notation and to devise and realise new material in a performance with a small Jazz ensemble.

### All performance students:

Artistry and Performance will be developed from the previous year to include more performance-specific communication techniques including eye contact, gesture, interpretation and characterisation.

### Aims

Building on the work undertaken in Specialist Group Study 1, this module is designed to further develop understanding of the techniques and skills of collaborative ensemble performance and composition/arrangement. In this module, students will be expected to take responsibility for their contribution to both the rehearsal process and performance in addition to demonstrating greater technical command in regard to the range of skills appropriate to the chosen musical idiom. This module will also be undertaken by composers on the Classical, Jazz, and Songwriting pathways, who will be specifically composing and/or arranging for group ensembles and/or the recorded medium. Folk students will work collaboratively with performers in the ensemble to compose or arrange for group ensembles. Composers will contribute as performers in their ensembles and will be assessed through ensemble performance. Differences in genre are understood and popular and folk music students will be assessed through ensemble performance.

The module aims to:

1. Enable students to further develop their understanding of the techniques and skills of ensemble performance and/or composition and arrangement.
2. Enable students to take responsibility for their contribution to both the rehearsal process and performance or the compositional/arrangement process.
3. Enable students to demonstrate greater technical command in regard to the range of skills appropriate to the chosen musical idiom.

### Learning outcomes

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

1. Critically apply relevant instrumental/vocal, musicianship and/or compositional/arrangement skills within an ensemble to an appropriate level.
2. Perform more demanding original material and/or works drawn from the repertoire as appropriate or, arrange and/or compose original material of an appropriate level.
3. Apply relevant skills to the interpretation and/or performance or presentation of more demanding ensemble repertoire demonstrated with a heightened awareness of appropriate musical vocabulary (for example, where relevant, reading and notation skills and DAW utilisation).
4. Evidence a heightened awareness of individual and group responsibility through participation in rehearsal in order to evidence contributions to group work through assignment specific contribution targets.

### Learning and teaching methods

The module will be delivered through **small/medium musical ensembles or groups** as appropriate to the specialist pathway. The groups will be tutor led but will encourage students to develop autonomous musical leadership and rehearsal techniques. On Folk music the tutors will provide feedback, generative ideas and contextual input. They will also support the collaborative process between performance and composition students to help develop the ensemble's repertoire and ensemble skills. On Popular music, a range of instrumental and vocal specialists will work with student groups providing feedback, generative ideas, and contextual input. Classical and Jazz composition students on this module will be supported and led by the designated tutor. This tutor will be responsible for helping composition students with their original works and suggesting/supporting the way in which that work is developed through collaboration. Where appropriate, composition students also explore original material, which will be brought to sessions and workshopped with their tutor, with a view to developing a strong identity. The objective is to build a working unit or body of work that would sit confidently within the current spectrum of public, profiled performance spaces.

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

Delivery type	Student hours
Indicative hours for learning and teaching activities	30 hours
Indicative hours of directed study	270 hours
Total hours (100hrs per 10 credits)	300 hours

### Opportunities for formative feedback

Students will receive regular formative assessment through weekly workshops.

### Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Live performance platform and portfolio submission	20 minutes	50%	1, 2, 3, 4
Live performance platform and portfolio submission	20 minutes	50%	1, 2, 3, 4

### Re-Assessment Method\*

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Live performance platform and portfolio submission	20 minutes	50%	1, 2, 3, 4
Live performance platform and portfolio submission	20 minutes	50%	1, 2, 3, 4

\*May be assessed by video submission

[Module resource lists are available via Key Links](#)