

musicXchain

Name of College: VECC NSA Riga Cathedral Choir School
Name of Module: World Jazz Music
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Name of responsible teacher: Aivars Krastiņš, Tālis Gžibovskis

Vocational field: Jazz Music		
1	Criteria	<p>Student speaks English at least at level A2/B1</p> <p>Student has serious musical background</p> <p>Student has to prepare a homework before arrival – find and bring to RCCS 2-3 compositions from their country and prepare some ideas for its arrangement</p>
2	Level	EQF Level 4
3	Duration	3 weeks
4	Aims	<ul style="list-style-type: none"> – to arrange and practice jazz music from the involved students’ home countries – to practice work in an international team – to improve communication skills and openness to different cultures – to perform in a public concert together
5	Module elements	<ul style="list-style-type: none"> – Joining one of the student courses (1st – 4th year students) and attending as maximum group lessons together with them as possible – starting with Latvian language basics, history, stage culture and ending with all the group music subjects (Jazz solfeggio, History of Jazz, History of Rock Music, Composition etc.). The choice of the study year depends on the age and preparation of the incoming students – Joining one of the combos/jazz bands, rehearsing together, preparing concert repertoire together – Working together and having an intermediate collaboration with Janis Rozentals Art School’s Design and/or Audiovisual program students to make the final concert’s stage design (video installations) and film the concert (or air live on Facebook MusicXchain) for further use in the project (MusicXchain platform) – Attending other students’ individual lessons – Individual lessons and consultations with RCCS teachers – Concert/ performance together with RCCS students – Possible other activities related to Latvia’s hundred years anniversary
6	Learning outcomes and assessment criteria	<p>Knowledge</p> <ul style="list-style-type: none"> – the student is familiar with different jazz music styles, genres – the student identifies and can adapt different teaching methods <p>Skills</p> <ul style="list-style-type: none"> – the student demonstrates interest and willingness to participate and join the lessons,

		<p>rehearsals</p> <ul style="list-style-type: none"> – the student is able to prepare a concert repertoire together with locals – the student is able to resolve practical issues regarding living abroad <p>Competence</p> <ul style="list-style-type: none"> – the student will be able to apply the new knowledge and skills to his everyday work after returning home – the student is able to evaluate his own and his peers' performance 																																	
7	Levels and methods of assessment	<p>Assessment is done at the end of the exchange/after the concert. Assessment criteria includes the theoretical knowledge, confidence of the performance, rhythm, technical skills, pitch, ability to improvise, creativeness, performance's fit to the style, etc.</p> <table border="1"> <thead> <tr> <th colspan="2">The level of knowledge and skill in marks</th> <th>The description of levels</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>brilliant</td> <td>The highest level. Knowledge and skills are higher than asked in curricula, shows a great talent, artistic approach.</td> </tr> <tr> <td>9</td> <td>excellent</td> <td>Very high level. The requirements of curricula have been mastered, ability to do it independently, creative approach.</td> </tr> <tr> <td>8</td> <td>very good</td> <td>High level. The requirements of curricula have been mastered. Sometimes lacks the ability to do it independently and develop.</td> </tr> <tr> <td>7</td> <td>good</td> <td>High level. The requirements of curricula are done. Lacks some of knowledge and skills.</td> </tr> <tr> <td>6</td> <td>almost good</td> <td>Average level. Most of the requirements are done. Lacks some of knowledge and skills. Isn't confident in their knowledge and skills.</td> </tr> <tr> <td>5</td> <td>mediocre</td> <td>Average level. The basics of curricula are done. Lacks the knowledge and skills. Isn't productive and confident in their knowledge and skills.</td> </tr> <tr> <td>4</td> <td>almost mediocre</td> <td>Low level. The basics of curricula are done. Lacks a lot of the knowledge and skills. Isn't productive and confident in their knowledge and skills.</td> </tr> <tr> <td>3</td> <td>weak</td> <td>Low level. The basics of curricula are done superficially. Doesn't have the ability to use the knowledge and skills.</td> </tr> <tr> <td>2</td> <td>very weak</td> <td>Low level. Only a few requirements are done. Doesn't have the ability to use the knowledge and skills. Lacks the comprehension of the curricula.</td> </tr> <tr> <td>1</td> <td>very, very weak</td> <td>Low level. No comprehension of the curricula.</td> </tr> </tbody> </table>	The level of knowledge and skill in marks		The description of levels	10	brilliant	The highest level. Knowledge and skills are higher than asked in curricula, shows a great talent, artistic approach.	9	excellent	Very high level. The requirements of curricula have been mastered, ability to do it independently, creative approach.	8	very good	High level. The requirements of curricula have been mastered. Sometimes lacks the ability to do it independently and develop.	7	good	High level. The requirements of curricula are done. Lacks some of knowledge and skills.	6	almost good	Average level. Most of the requirements are done. Lacks some of knowledge and skills. Isn't confident in their knowledge and skills.	5	mediocre	Average level. The basics of curricula are done. Lacks the knowledge and skills. Isn't productive and confident in their knowledge and skills.	4	almost mediocre	Low level. The basics of curricula are done. Lacks a lot of the knowledge and skills. Isn't productive and confident in their knowledge and skills.	3	weak	Low level. The basics of curricula are done superficially. Doesn't have the ability to use the knowledge and skills.	2	very weak	Low level. Only a few requirements are done. Doesn't have the ability to use the knowledge and skills. Lacks the comprehension of the curricula.	1	very, very weak	Low level. No comprehension of the curricula.
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8	Period	Autumn term: late October - mid November																																	
9	Enrolment	At least 2 months before the planned exchange																																	

10	Number of international students	2
11	Accommodation and meals	<ul style="list-style-type: none"> – RCCS will help with finding the best accommodation before the arrival, if needed. – School cafeteria available (at own cost), cafeterias and restaurants near the school.
12	Free time	<p>Sightseeing, lots of concerts and events at school and around the city</p> <p>http://www.latvia.travel/en/city/riga-8</p> <p>http://jazzin.lv/afisa/ (in Latvian, information about all the jazz concerts in Latvia)</p>