

musicXchain

Name of College: VECC NSA Riga Cathedral Choir School
Name of Module: Perceiving Musical Individuality
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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 (scores will be uploaded to the MusicXchain platform 2 weeks prior arrival)</p>
2	Level	EQF Level 4
3	Duration	3 weeks
4	Aims	<ul style="list-style-type: none"> – to improve individual's expertise and expressiveness in order to become a better musician when playing in a band regardless the music genre or fellow musicians – to improve communication skills and openness to different cultures – to practice work in an international team <i>(the jazz band will be chosen after consultation with individual teacher)</i> – to perform in a public concert together
5	Module elements	<ul style="list-style-type: none"> – Attending individual lessons and consultations with a professional RCCS teacher to improve one's vocal/instrument playing skills. – Joining local students (1st – 4th year students) and attending as maximum group lessons together with them as possible – starting with English, stage movement 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 is up to individual teacher who will make the decision after meeting the student on first lesson/-s. – Joining one of the combos/jazz bands, rehearsing together, preparing concert repertoire together – Concert/performance together with RCCS students – Possible other activities based on events happening in National School of Arts at the time
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 is in control of their voice/instrument, is prepared to join a band regardless the music genre – the student demonstrates interest and willingness to participate and join the lessons, rehearsals – 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" data-bbox="456 293 1481 1464"> <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	Winter term: 11.02.2019.-03.03.2019.																																	
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 / cash only), cafeterias and restaurants near the school. 																																	
12	Free time	<p>Sightseeing, 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>																																	