

N O M A Z Z

Nordic Master in Jazz



Presentation by
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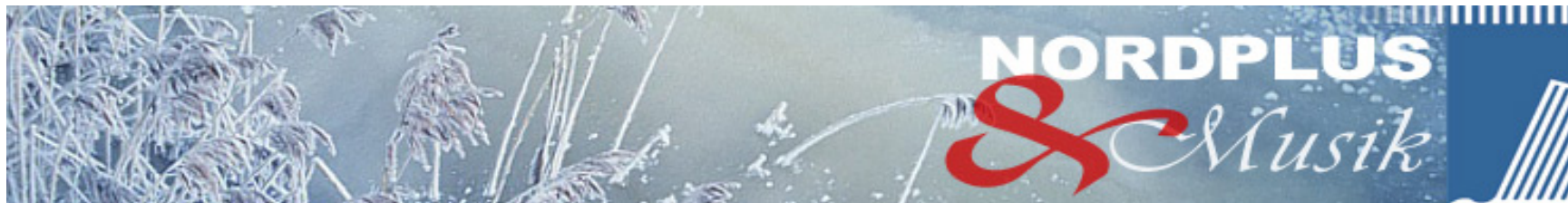
Project partners:

- The Royal College of Music in Stockholm, Sweden
- The Sibelius Academy, Helsinki, Finland
- The Royal Academy of Music, Aarhus, Denmark



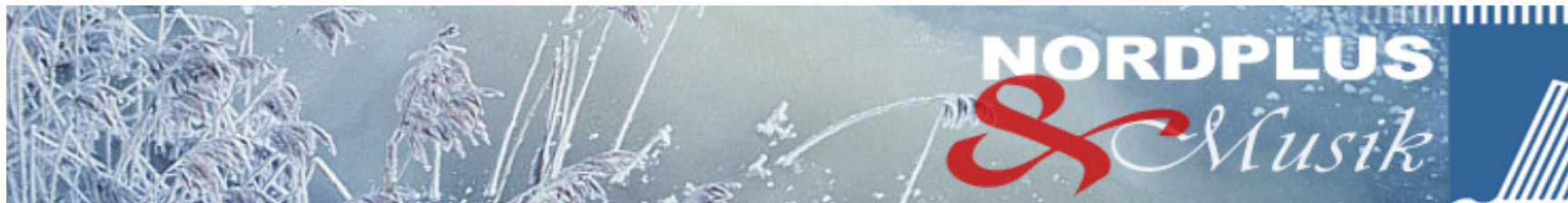
NOMAZZ presentation

- Nordic Joint Study Programmes
- The NOMAZZ Vision
- The Process
- The Challenges
- A teacher´s perspective
- A student´s perspective



NORDIC MASTERS IN MUSIC:

- Nordic Masters in Folk Music, NoFo (started 2007)
- Nordic Master in Jazz, NOMAZZ (planning phase – expected start 2008)
- Nordic Masters in Early Music (planning phase – expected start 2009)
- World Music Master, WOMM (planning phase – expected start 2010)



Joint Study Programme definitions:

- a complete study programme with integrated mobility
- min. 3 higher education institutions from min. 3 countries of which at least two have to be Nordic countries
- study programmes follow the legislation of all participating countries
- Comparable entrance requirements

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The vision

- To create a performance based jazz Master based on the Nordic Jazz traditions
- To compare existing curricula and "pick out" the best practices of each academy
- To focus on the needs of the future jazz musician (learning outcomes)
- To expand working area for students
- To create sustainable cooperation between partner Academies

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NOMAZZ: The process

Support for planning:

- Nordplus (Nordpuls)
- Finnish Ministry of Education

Planning Phase:

1. Session

3 x (3 teachers, 2 students and 1 IRC)

- Helsinki Sept 07: Creative Benchmarking and Learning Outcomes in Jazz

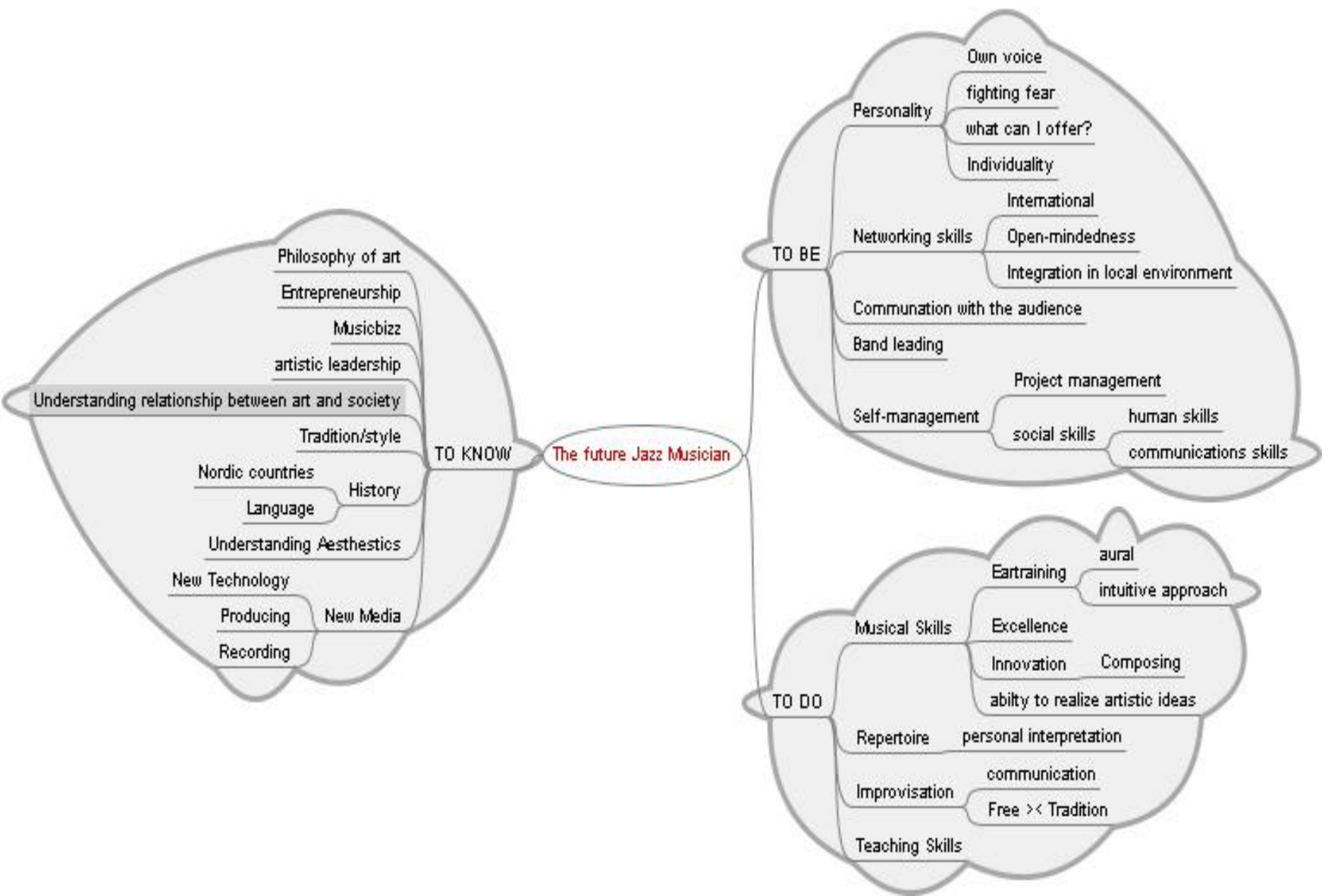
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2. Session (big group)

- Aarhus Oct 07 (Learning Environment, Programme Design)

3. Session (only Heads and IRC's)

- Stockholm Dec 07 (fine tuning, entrance examination)



Practical (skills-based) outcomes

1 st cycle	2 nd cycle (where appropriate, and according to the individual nature of 2 nd cycle curricula)
<p><u>Skills in artistic expression</u></p> <ul style="list-style-type: none"> •At the completion of their studies, students should be able to create and realise their own artistic concepts and should have developed the necessary skills for their expression 	<p><u>Skills in artistic expression</u></p> <ul style="list-style-type: none"> •At the completion of their studies, students should emerge as well-developed personalities, having developed to a high professional level their ability to create, realise and express their own artistic concepts
<p><u>Repertoire skills</u></p> <ul style="list-style-type: none"> •At the completion of their studies, students should have studied and, where appropriate, performed representative repertoire of the Principal Study area. •In the process, they should have had experience of a variety of appropriate styles 	<p><u>Repertoire skills</u></p> <ul style="list-style-type: none"> •At the completion of their studies, students should have built upon their experience of representative works of the Principal Study repertoire either by broadening it to a comprehensive level and/or by deepening it within a particular area of specialisation •Students should be fluent across a range of styles and should have developed a distinctive and individual voice
<p><u>Ensemble skills</u></p> <ul style="list-style-type: none"> •At the completion of their studies, students should be able to interact musically in ensembles, varied both in size and style 	<p><u>Ensemble skills</u></p> <ul style="list-style-type: none"> •Where students have engaged in ensemble activity as part of their 2nd cycle study, at the completion of their studies they should be able to take a leadership role in this activity •Musical communication in a group through improvisation
<p><u>Practising and rehearsing skills</u></p> <ul style="list-style-type: none"> •At the completion of their studies, students should have acquired effective practice and rehearsal techniques for improvement through self-study •In the process, they should have embedded good habits of technique and posture which enable them to use their bodies in the most efficient and non-harmful way. 	<p><u>Practising, rehearsing, reading, aural, creative and re-creative skills</u></p> <ul style="list-style-type: none"> •2nd cycle curricula usually assume that students have already acquired these skills. At the completion of their studies, students should have ensured that any areas of relative weakness have been addressed. Through independent study they should also have continued to develop these skills sufficiently to support their ability to create, realise, and express their own artistic concepts. •To be able to compose and arrange •Communication in improvisation using intuitive ear
<p><u>Reading skills</u></p> <ul style="list-style-type: none"> •At the completion of their studies, students should have acquired appropriate skills for the transmission and communication of musical structures, materials and ideas – for example, score reading skills sufficient both for understanding the music and for fluent sight reading <p><u>Aural, creative and re-creative skills</u></p> <ul style="list-style-type: none"> •At the completion of their studies, students should have fluency in recognising by ear, memorising and manipulating the materials of music 	

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Entrance Examinations – Locally March/April 08

Programme start-up: August 08

Participants: 2 or 3 students from each school
(max. 9 students in total)

WWW.NOMAZZ.NET

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ABOUT THE PROGRAMME

Overview

Structure

The profile of applicants

Eligibility

NEWS

HOW TO APPLY

ABOUT THE INSTITUTIONS

CONTACT

SUPPORT

THREE NORDIC MUSIC ACADEMIES - ONE MASTER PROGRAMME!

Nordic Master in Jazz (NOMAZZ) is a joint study programme, created by:

- Royal Academy of Music, Aarhus (Denmark)
- Sibelius Academy, Helsinki (Finland)
- Royal College of Music in Stockholm (Sweden)

You will study and live in three countries, deepen and develop your artistry and technical proficiency, simultaneously acquiring an advanced knowledge of existing Nordic jazz scenes. As a graduate you will be well prepared for professional work in the jazz music field, both in the Nordic market and internationally. The programme leads to the Master of Music Degree (MMus).

The common language of the programme is English.

DEVELOP YOURSELF AS A JAZZ ARTIST AND GET READY FOR AN INTERNATIONAL CAREER!



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CHALLENGES

- To have open discussions on the focus and values of each Academy
- The danger of genre definition battles (like "what is jazzzZ"?)
- High level of trust between institutions
- Organisational flexibility and back-up
- The ownership question
- The quality assurance question
- Enough interested students ?

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A teacher's perspective

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A student's perspective