



Academic Learning Compact

Music Jazz Studies

Program Mission Statement

The UNF Department of Music is committed to the artistic and intellectual preparation of students for multi-faceted musical careers in music in the 21st century, and aims to provide a high level of professional musical training as well as a sense of mission about the true value of music to our society. Students pursuing the Bachelor of Jazz Studies Degree will develop a high level of performance skills on the student's primary instrument, skills in jazz improvisation, in-depth training in music theory and ear training, practical piano skills, comprehensive knowledge of western music history, exposure to the study of music in other cultures, functional knowledge of music technology and the ability to create original or derivative music. An active, pluralistic musical environment where artist teachers model for and work with students at a personal level is complemented by the Ira M. Koger Eminent Scholar Chair in American Music, which provides a strong focus on jazz. The department provides music majors and non-music majors alike with the opportunity to develop their knowledge, understanding, and ability in all aspects of music at a level appropriate to their needs and interests, and to prepare music majors for careers as performers, teachers, composers, arrangers, and professionals in music industry and supporting fields. Key aspect of our mission is the artistic enrichment of the lives of all UNF students and faculty, community, state, and nation. UNF School of Music faculty maintain strong international profiles as performers, recording artists, educators, researchers and artists in service of music profession. They are committed to individualized student attention which includes opportunities to participate in life-changing experiences such as international study abroad trips, internships, off-campus music outreach programs, recording projects, and dynamic performance opportunities. UNF jazz students collaborate with various external partners in our region including Jacksonville Jazz Festival, Beaches Fine Arts Series, Amelia Island Chamber Music Festival, Riverside Arts Market, Savannah Jazz Festival, EMMA Lecture and Concert Series, Lakeside Jazz Festival, plus many others.

Student Learning Outcomes

Graduates will be able

Content/Discipline-Specific Knowledge/Skills

- Analyze chords by sight and ear.
- Develop correct part writing skills.
- Determine the historical periods and corresponding genres in music.
- Articulate proper performance practices for each historical period and genre.
- Develop good intonation and characteristic tone quality.
- Determine appropriately performed musical phrases.
- Acquire pedagogical techniques critical to area of focus.
- Construct practical timelines of practice for performance preparations.
- Collaborate competently with an accompanist and/or fellow ensemble players.
- Prepare performances at the highest possible level.
- Demonstrate knowledge of applicable solo and ensemble literature.
- Demonstrate orientation to and experience with the fundamentals of pedagogy.
- Demonstrate knowledge of styles and performance practices, and general historical and cultural traits.
- Students will engage in solo and ensemble performance in a variety of formal and informal settings. A senior recital is essential, and a junior recital is recommended.
- Prepare performances at the highest possible level.
- Demonstrate knowledge of applicable solo and ensemble literature.

Communication Skills

- Perform musical phrases with an enlightened sense of shape and direction.

- Research and present effective oral and written presentations
- Work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal and visual analysis; composition/improvisation; and history and repertory.

Critical Thinking Skills

- Analyze musical works according to their harmonic structure and overall architecture.
- Cultivate professional techniques in performance.
- Judge audibly between works of varying time periods and styles.
- Distinguish between repertoire of superior and inferior quality.
- Choose quality repertoire by employing analysis and performance practice techniques.
- Present a solo recital using appropriate historical performance practices and stylistic concepts.
- Acknowledge the significance of personal and professional integrity.
- Develop professional performance standards.
- Critique the performances of others with honesty and respect.
- Acquire a rudimentary capacity to create original or derivative music.
- Demonstrate knowledge of styles and performance practices, and general historical and cultural traits.

Assessment Approaches

Numerous direct and indirect assessment measures will be employed to assess mastery of the identified student learning outcomes. These outcomes are: (1) Prepare performances at the highest possible level, (2) Demonstrate knowledge of applicable solo and ensemble literature, (3) Acquire a rudimentary capacity to create original or derivative music, (4) Demonstrate knowledge of styles and performance practices, and general historical and cultural traits, (5) Work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal and visual analysis; composition/improvisation; and history and repertory.

Written communication skills are arrived at through various written assignments assessed in music history courses. Discipline specific knowledge is assessed through performance jury. Creative thinking is assessed in various courses and music ensembles where students demonstrate fresh perspective and innovative way of executing a task, performing a musical selection, or solving a theoretical problem. Creative thinking is stimulated by structured courses and ensembles where students are expected to perform (improvise or act on stage), compose, and/or analyze. At the end of each semester, performance juries are conducted for each music major by a panel of faculty. A scoring rubric is utilized as the principal assessment tool during juries. Students will perform solo repertoire appropriate to their level of proficiency. They will also be required to play scales and to give brief verbal presentations outlining the history and style of their assigned repertoire. Scoring rubrics may also be used as embedded assessment approaches for a select set of required courses within the major including theory and music history. This direct measure of student achievement is complemented by a number of potential indirect assessments that include alumni surveys, student perception surveys, employer surveys and admission rates to graduate programs.