

Master Education German section
Master Education Italian section

Course title:	Jazz chants and Story Performing lab.
Course year:	Optional
Semester:	1
Course code:	12392
Scientific sector:	L-ART/07
Lecturer:	Dr. Stephen Alexander Lloyd
Module:	/
Lecturer other module:	/
Credits:	2
Total lecturing hours:	30
Total Hours of availability for students and tutoring:	6
Office hours:	from Monday to Friday on request
Attendance:	according to the regulation
Teaching language:	English, (German and Italian as necessary)
Propaedeutic course:	none
Course description:	<p>Content</p> <p><i>Theoretical and practical basics of Jazz chants and story performing; listening, inventing, acting, performing and coordinating; In addition to the theoretical analysis of Carolyn Grahams Jazz Chants, the students will be shown how to write their own chants, and above all, how to perform them in many different ways including elements of theatre. Great importance will be given to pronunciation studying the " Prosody Pyramid" of Judy B. Gilbert.</i></p> <p><i>Use of instruments, voice and body in order to perform music, movement and rhythm as a medium of aesthetic education; The chants will be accompanied by movement underlying the fact that it is rhythm the core to the success of jazz chants. "The brain loves rhythm". (C.Graham) The students will be encouraged to utilise the instruments they already play, or to learn simpler new ones, including using their bodies, and to reflect on the resulting music aesthetic.</i></p> <p><i>Analyses of, and experiences with didactical concepts of music education and story performing, specifically at kindergarten and primary school; Multiple examples will be presented to and performed by the students; "story telling" as a step toward "story performing". At the end of the course the students will be expected to perform these in an original and didactically correct manner pertinent to the age of the pupils they are teaching.</i></p> <p><i>Techniques of story performance in the context of jazz chants and vice versa will be explored.</i></p> <p><i>Relationship between cognitive, emotional and motoric elements of music didactics in Kindergarten and primary school examined.</i></p> <p><i>Planning and realisation of didactical units; The students will be shown how to plan and realise individual teaching</i></p>

	modules, concentrating on one or fewer elements of the Jazz Chants and Story Performing. In addition the realisation of a larger project at the end of the semester combining both elements of the course.
Specific educational objectives:	<p>This course is designed for acquiring professional skills and knowledge.</p> <p>Interdisciplinary Project involving Music and Language.</p> <p>English in Kindergarten and Primary School.</p> <p>Singing, chanting, rapping, writing poetry.</p> <p>Storytelling, story performing with particular emphasis on the production of a correct English pronunciation.</p> <p>Simple movement in conjunction with a theatrical presentation.</p>
List of topics covered:	<p>Jazz Chants of Carloyn Graham</p> <p>Analysis of the above.</p> <p>How to write simple chants.</p> <p>Story Performing as against Story Telling.</p> <p>How to choose the correct literature.</p> <p>English pronunciation.</p> <p>Listener friendly English.</p> <p>The singing and the speaking voice.</p> <p>Simple musical accompaniment.</p> <p>Performance: Putting it Together.</p>
Teaching format:	Lectures, group work, project work
Learning outcomes:	<p>Knowledge and Understanding: To demonstrate a basic knowledge and understanding of Jazz chants, Story Performing and its related art forms (Story Telling, Rap, Hip hop,) Self analysis, self criticism, self esteem.</p> <p>Applying knowledge and understanding: To demonstrate basic practical, technical and didactical competence in regard to the use of Jazz chants and Story Performing and the possibilities they offer in the realm of inclusion, interculturality and diversity. Demonstrate skill in writing Jazz Chants and performing a story.</p> <p>Assessment: Basic competences of aesthetical reasoning, analysis and judgement in regard to music, movement and rhythm in both kindergarten and primary school activities, and the differences that are incurred through pupils of different cultural and social backgrounds. Judgement of suitable vocabulary, of themes and rhythmic patterns for Jazz Chants, and suitable literature for a story performance</p> <p>Communication skills: Basic competence at a correct prosodic pronunciation of the texts used: of "listener friendly English" (Gilbert) conveying the meaning, not merely the sound of the words. Competence in the presentation of the concept and realisation, of an original story performance.</p> <p>Learning strategies: The student is capable of researching and finding original material from a plethora of sources, following their continuing worldwide development. The use of the elements of music to improve radically their own prosodic competence as well as that of their students.</p>
Assessment:	Intermediary assessments + oral exam with elaboration of experience and topics of the course and presentation of the project work
Evaluation criteria and criteria for	The following criteria will be used for the evaluation of the

awarding marks:	<p>oral exam;</p> <p>Clear argumentation, ability to execute a critical analysis, ability to summarize in one's own words, reflection, originality.</p> <p>For practical work: Originality, communication skills, correct implementation of theoretical principles.</p>
Required readings:	<p>Graham, Carolyn (2000). Jazz Chants Old and New. Oxford University Press.</p> <p>Gilbert, J.B. (2008), Teaching Pronunciation Using the Prosody Pyramid, Cambridge University Press.</p>
Supplementary readings:	<p>Graham, Carolyn (1995-6). Let's Chant Let's Sing 1-4. Oxford University Press.</p> <p>Graham, Carolyn (April 2006). Creating Songs and Chants. OUP</p> <p>Graham, Carolyn (1992). Singing, Chanting, Telling Tales. Harcourt Brace & Company, Orlando.</p> <p>Collins Rives, and Cooper, Pamela (2005): The Power Of Story: Teaching Through Storytelling.</p> <p>Patel, Aniruddh D. (2008). Music, Language, and the Brain. Oxford University Press.</p> <p>Yorke, John (2013). Into The Woods ; How Stories Work and Why We Tell Them</p>