

Trailing The Jazz Workshop:

Developing a pedagogy for the large jazz ensemble within higher music education

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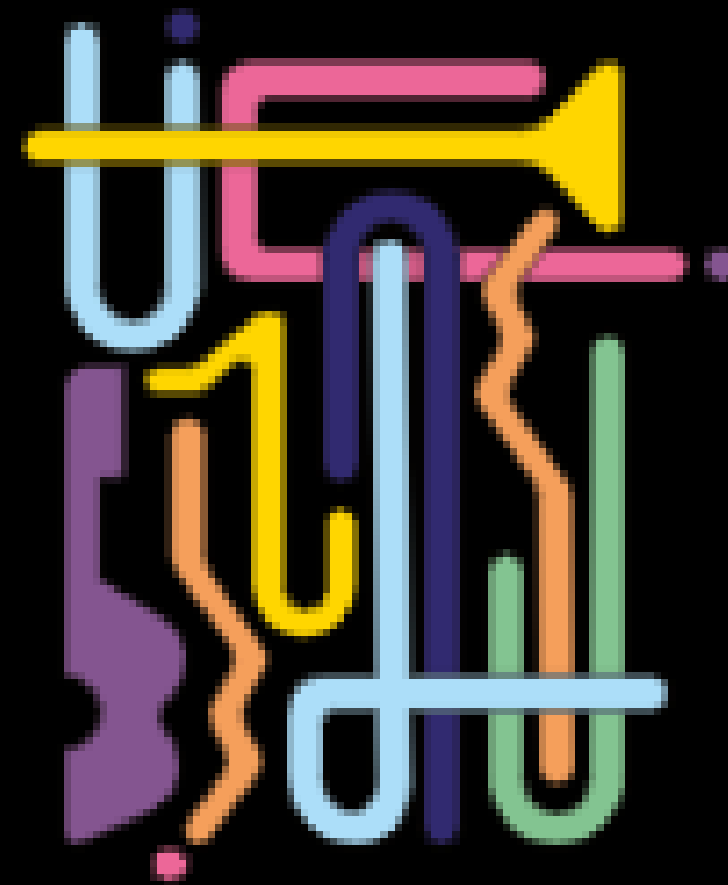
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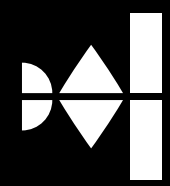
Tone Jordhus

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THE
EUROPEAN
JAZZ
WORKSHOP

Norwegian Academy of Music



Trailing research

- Follows processes
- Observations
- Individual interviews
- Focus group interviews
- Feedback and dialogue

Intensive Project (IP) B:

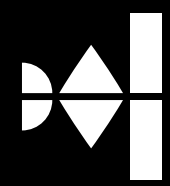
- Workshop week and festival concert

Oslo IPB:

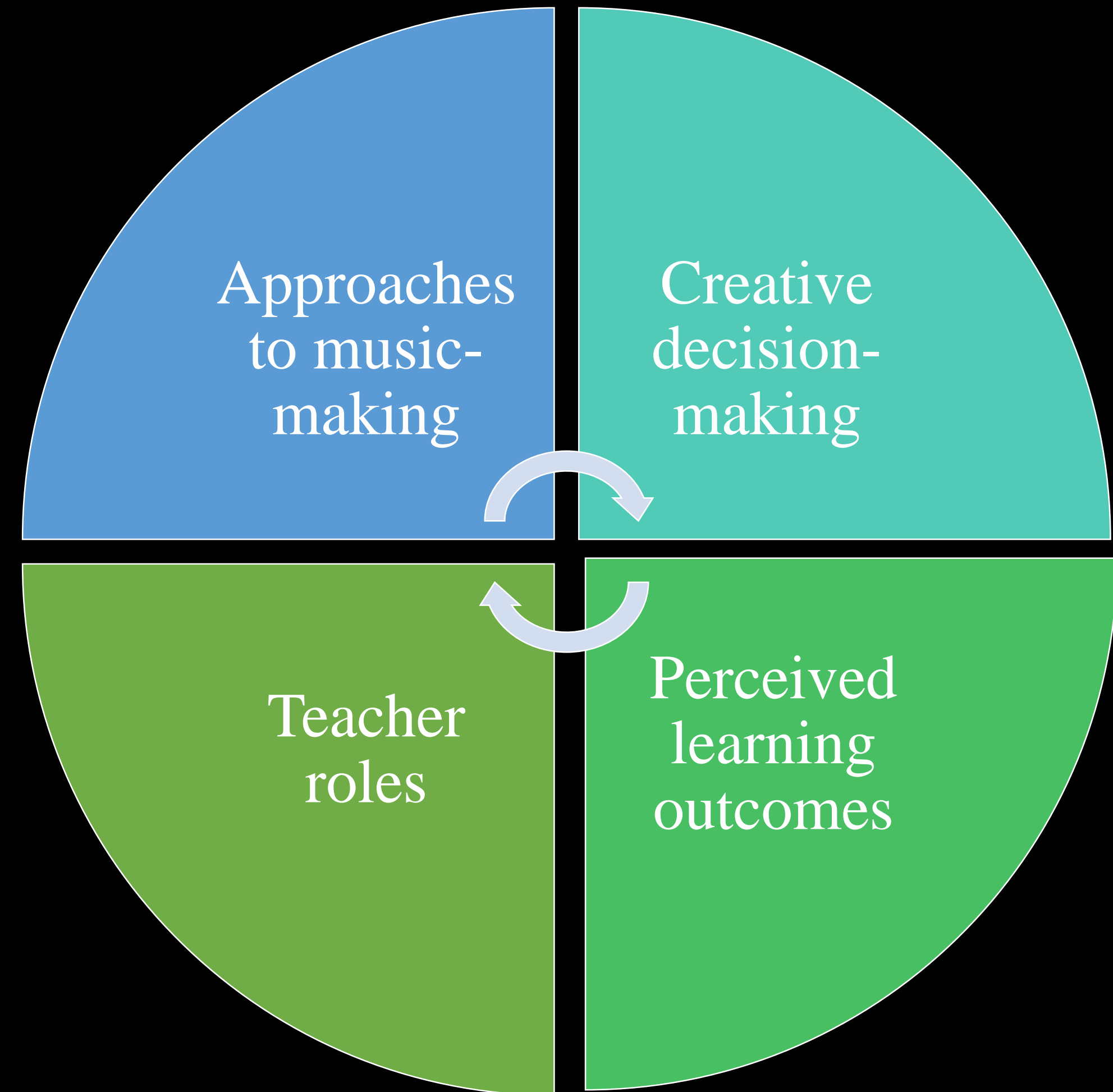
- August 2021

Nürnberg IPB:

- October/november 2021



Research foci

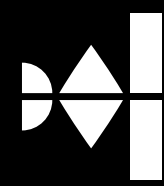


Today: democratization of the large jazz ensemble

Background from research

- Prepare students to “negotiate the musical landscape of the twenty-first century” (Mantie, 2008, p. 7)
- Democratic processes – student ownership (Jaffurs, 2006; Johansen, Holdhus, Larsson and MacGlone, 2019)
- Improvisation skills - flexibility (MacDonald and Wilson, 2020)

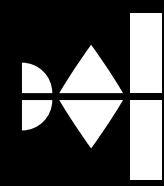




Ensemble democracy:

- Informal learning
- Decision making and negotiations among students (Allsup, 2002; Nielsen & Johansen, 2021).
- Lack of regulation: intimidating for less assertive students (Allsup, 2002)
- Normative masculinity – female students in minority (Almqvist, 2021; Oliveros, 2004; Tucker, 1998).





Preliminary findings

OSLO IPB

20 students

8 pieces, all composed by students

Score-based, detailed writing

Clear division of roles among students:

- Composer
- Conductor
- Musicians

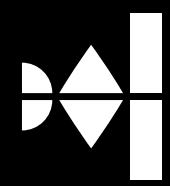
The composer-conductor-musician role:

- Instructing and conducting
- Instructing and playing
- Playing, little to no instructing



- Teacher: «flat structure»
- Composers: full artistic control
- Constraints
 - Time
 - personnel

“[W]riting improvisation is something I don’t do if I don’t know who’s playing, because it can be a disaster. So therefore, for example now, my piece is a bit strict. ... the ensemble wasn’t really set when I finished [my piece] ... Therefore, I didn’t dare to write too much improvisation.”



NÜRNBERG IPB

15 students

11 pieces, 9 composed by students

Elements/fragments of the pieces were played

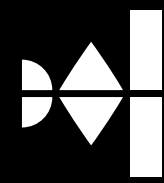
Pieces developed during rehearsals

Blurry divisions of roles

- Composer – musicians
- Cuing when needed, no conducting
- Everyone engaged in creative decision making

- Strong sense of ownership
- Frustration: lack of efficiency



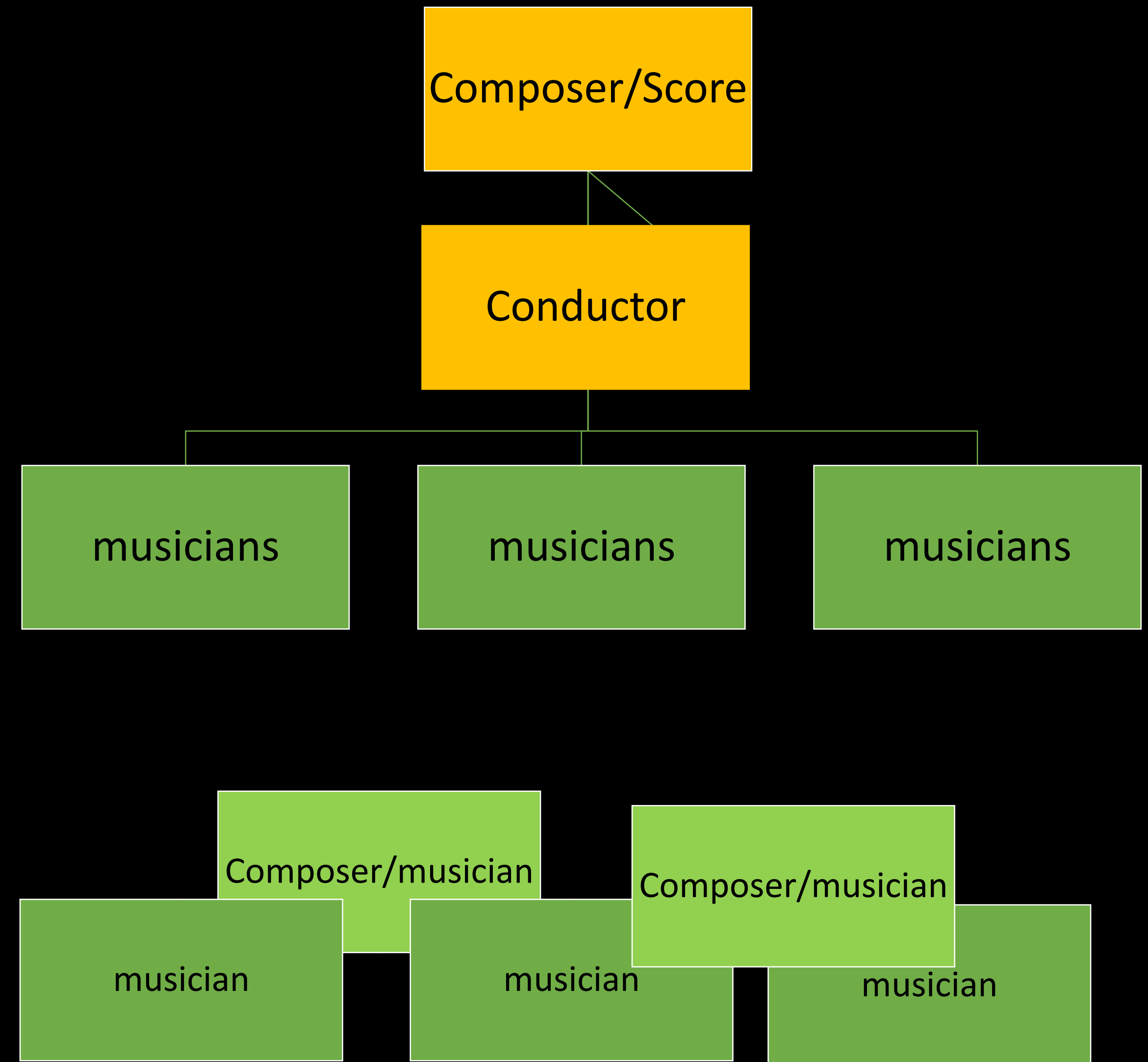


Discussion

- Student-led
- Hierarchical

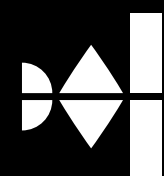
- Teacher-led
- Collective collaboration

A paradox?



- Perceived risks: reproducing the safe?
- Open and collaborative processes require experience and trust
- Providing tools: prepare for responsibility
- TEJW: potential for a range of learning experiences
- Democracy does not develop by itself





References

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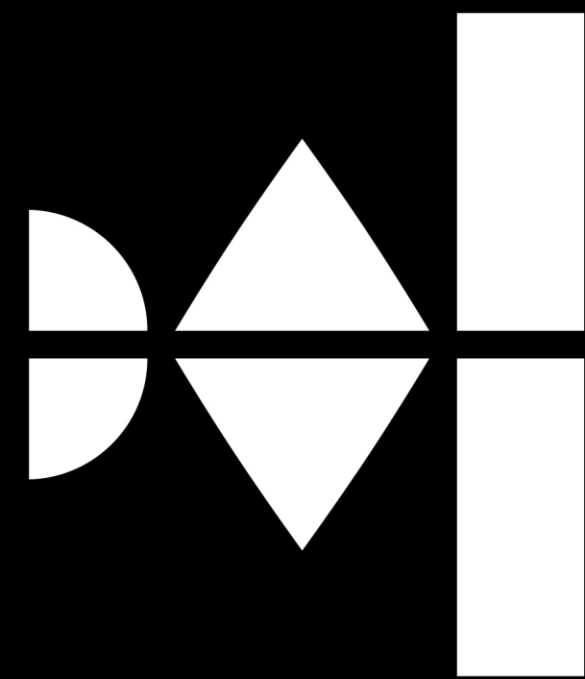
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