

## UPPER DIVISION QUALIFYING EXAM (UDQE)

### JAZZ STUDIES AREA

UPDATED OCTOBER 2019

For all Jazz Studies undergraduate students beginning in/after the FA19 semester, the requirements for the Jazz Studies Upper Division Qualifying Exam (UDQE), to be given at the completion of four semesters of lower division jazz lessons, will be as follows:

- Perform one memorized transcription (as required in standard jazz juries)
- Meet the following scale mastery requirements:
  - Jurors will randomly select from the listed tonalities performed “to the 9” (all 8ths ascending to the 9<sup>th</sup> scale degree and returning to tonic)
    - Major
    - Harmonic Minor
    - “Jazz Melodic” Minor (ascending version of melodic minor performed ascending and descending)
    - Dorian
    - Mixolydian
    - Lydian Dominant
    - Super Locrian (altered scale)
  - Instrumental minimum tempo standards are:
    - Saxophones – Swing 8ths at half note = 80
    - Trumpets – Swing 8ths at half note = 80
    - Trombones – Swing 8ths at half note = 72
    - Piano – Swing 8ths at half note = 80
    - Bass - – Swing 8ths at half note = 72
- Perform, from memory, tunes with a rhythm section (gathered by the student) from the following criteria:
  - 12 total tunes
  - 4 tunes required for **all students**
    - There Will Never be Another You
    - Blue Bossa
    - Alone Together
    - What is This Thing Called Love?
  - 4 category tunes (one from each category)
    - Blues – any tune, any key
    - Rhythm Changes – any tune, any key
    - Ballad – any tune, but suggestions are:
      - Misty
      - Peace
      - Stormy Weather
      - Body and Soul



- Polkadots and Moonbeams
- li-V workout tunes (from the list)
  - Tune-up
  - Have You Met Miss Jones?
  - All the Things you Are
  - Moment's Notice
  - Cherokee
  - How High the Moon/Ornithology
  - Groovin' High
- 4 tunes of the student's/instructor's choice
  - Any jazz standard will work
  - Any style
  - Any key
  - This is where students can pursue individual/instrumental tastes/interests
- The student will select 2 of their 12 tunes as ***focus tunes***
  - At the UDQE, the faculty will hear the 2 focus tunes first and then select 2-3 others from the list to be demonstrated
  - The purpose of these is to allow students to have two tunes prepared with extra attention
  - Faculty should have higher expectations for execution and retention on these tunes since the student can choose them ahead of time and should spend more time preparing them

## RUBRIC FOR ASSESSMENT

A student will pass the UDQE by being granted a judgement of pass by all jurors for all three sections. If a student is passed on two of the three, they may retake the UDQE focusing only on the one failed section the following semester. If a student fails two of the three sections, they must retake the UDQE entirely in the next semester.

### PASS

Transcription: Student performs memorized transcription of acceptable length and difficulty with few errors demonstrating a level of skill and ease and submits a reasonably accurate written copy

Proficiency: Student performs all selected scales at or above minimum tempo with few errors demonstrating a clear level of control and familiarity. Accuracy rate at 75% or more.

Tunes: Student performs both focus tunes at a high level demonstrating:

- Retention and control of melody/melodic interpretation
- Retention and control of harmonic progression



- Ability to “play changes” using voice leading, specific outlining, and jazz vocabulary

Student performs 2-3 other tunes from their list demonstrating an acceptable level of the above criteria.

## **FAIL**

Transcription: Student performance of transcription is unsatisfactory in that they fail to memorize, fail to execute to an acceptable degree, or fail to turn in a reasonably written copy. A student may also fail this portion of the UDQE if they choose an unreasonably short or simple solo.

Proficiency: Student fails to meet minimum tempo and/or performs selected scales at a lower than 75% accuracy rate.

Tunes: Student shows lack of understanding or command with focus tunes. Student demonstrates:

- Lack of retention of melody
- Lack of retention of harmonic progression
- Lack of “change playing” and jazz vocabulary as outlined above

Student performs 2-3 other tunes from their list also demonstrating an unacceptable level of the above criteria.

