



### MODULE SPECIFICATION

Part 1: Information			
Module Title	Evaluating Performance		
Module Code	UASATT-15-2	Level	2
For implementation from	September 2018		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	ACE	Field	Music
Department	Film and Journalism		
Contributes towards	BA (Hons) Music (compulsory)		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description
<p>In this module, students develop their understanding of musical performance in order to facilitate their growth as musicians and who can also critically evaluate of the work of others. They appraise their own performances, those of their peers and the work of professional performers in a variety of situations.</p> <p>Students are introduced to the tools of performance assessment: technical proficiency, stylistic awareness, musical interpretation, stage presence and programming. They explore what makes a successful musical performance through the academic study of other musicians – past and present. They consider the relationship between the music, the performer, the performance context and the audience; how social, cultural and commercial aspects influence the overall experience of a performance. They apply these understandings to the development of their own performing.</p> <p>Indicative areas of study include:</p> <ul style="list-style-type: none"> <li>• Well-known performers from a number of genres</li> <li>• How to evaluate successful (and unsuccessful) performance</li> <li>• Understanding the role and developing the skills of a music critic</li> <li>• The interaction of performer/s with the performance context, including audience</li> <li>• The impact of wider social, cultural and commercial context on the performance experience</li> </ul> <p>Lectures introduce aspects of the syllabus which are expanded on in practical seminars and workshops. Students will work together in small groups to analyse and present to others their findings on performances from a specific genre. Students will be given a performance brief in which they will approach learning a new piece by implementing techniques of successful performance. Tutorials will support performance development. Some teaching sessions may fall outside core university working hours.</p>

**Part 3: Assessment****Assessment Strategy**

The assessment types in Component A have been chosen to support the development of performance skills and critical evaluation of performance. Students will be assessed using a range of criteria related to the module learning outcomes that will be made explicit within the assignment briefs.

**Formative assessment**

Students receive formative feedback through in-class feedback and group tutorials. All students will be expected to contribute to seminars and lectures and engage with the critical evaluation of fellow students' work.

**Summative assessment**

Component A1: Recital Presentation (30%)

Component A2: Portfolio (70%)

Full guidance as to the assessment requirements will be available in the Module Handbook. Indicatively:

- Recital Presentation: a closed performance of a set piece within a performance brief
- Portfolio: a critically evaluative essay examining the progression of their own performance skills through the adoption of performance techniques studied and by a journal of performance reviews of student and professional performances.

Identify final timetabled piece of assessment (component and element)	Component A2	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	

**First Sit**




<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Recital Presentation	30%
2. Portfolio	70%

**Resit (further attendance at taught classes is not required)**

<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Individually negotiated Portfolio	100%

**Part 4: Teaching and Learning Methods**

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain, using appropriate terminology, how to appraise a musical performance (A2);</li> <li>2. Critically evaluate performance techniques (A1, A2);</li> <li>3. Improve their own musical performance through the application of performance techniques (A1);</li> <li>4. Discuss the wider social, cultural and commercial aspects of performance, including the role of the music critic (A2);</li> <li>5. Discuss the interaction of the performer with the performance context, including audience (A2);</li> <li>6. Critically appraise in writing their musical performances and those of others (A2).</li> </ol>
Key Information	

Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5">Number of credits for this module</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <td></td> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> <td style="text-align: center;"></td> </tr> </tbody> </table>					Key Information Set - Module data					Number of credits for this module									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		150	36	114	0	150	
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Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>					Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%																	
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Reading List	<p>Essential reading (of both texts and scores) and listening required for tutorials will be provided to students in the form of electronic and printed materials specific to the topics covered and made available via Blackboard or other media as appropriate. Relevant texts, scores and recordings for further reading and listening will be recommended as required.</p> <p>It is essential that students use an appropriate range of sources, including audio sources, to inform their musical development. Where appropriate, staff will guide students by detailing expectations for reading and listening, and will suggest particular resources to examine. Students will also be expected to identify materials for themselves, through use of the library and electronic sources.</p> <p>The following list is indicative and will up-dated for publication as a reading list on <a href="http://readinglists.uwe.ac.uk">http://readinglists.uwe.ac.uk</a>, in the Module Handbook and as an on-line list on Blackboard.</p> <p><b>Core Reading</b>  <b>Recommended for Student Purchase</b>  <b>Further Reading</b></p> <p>Rink, J. (ed), (2002) <i>Musical Performance: A Guide to Understanding</i> (Cambridge: Cambridge University Press)  Williamon, A. (ed.), (2008) <i>Musical Excellence: Strategies and techniques to enhance performance</i> (Oxford: Oxford University Press)  Online Access available through UWE e-library: <i>The New Grove Dictionary of Music and Musicians</i>, 2nd edition (2001)  e-Journals available through UWE e-library</p>																															

First CAP Approval Date	21 March 2017			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	<a href="#">Link to MIA 10595</a>