



MODULE SPECIFICATION

Part 1: Information			
Module Title	Developing Performance		
Module Code	UASATR-30-1	Level	1
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
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>This module introduces students to musical performance within a professional context. Students develop their abilities in performance alongside other core skills required for the successful planning, implementation and dissemination of a performance. This includes: technical accomplishment on a chosen instrument or voice, the development of an individual creative voice (in terms of interpretation and, where appropriate, improvisation), the development of communication skills, an ability to assimilate and respond to practical requirements related to concert planning – in whatever form a performance takes place – and self-evaluation and critical reflection.</p> <p>Students work toward giving a solo performance (which may be accompanied or unaccompanied) on their chosen instrument through introductory studies, such as:</p> <ul style="list-style-type: none"> • rehearsal and practice strategies • programming and writing programme notes • considering the context of a performance • performance practice, including improvisation if stylistically and/or appropriate <p>Throughout the module students prepare for their final performance recital examination through a number of different but interrelated activities which includes: keyboard skills tuition and first study sessions on a group or individual basis as appropriate, attendance at lectures, seminars, master classes and workshops. To inform their final solo performance, students also take part in ensemble performance throughout the year by participating in regular UWE music-making activities and in co-curricular performance projects taking place with students from across the University. Some teaching sessions may fall outside core university working hours.</p> <p>Students will also be supported in this module to assess and decide upon whether to pursue performance as a first or second study in the following year of the degree.</p>

Part 3: Assessment

Assessment Strategy

The two summative assessments in Component A will allow students to demonstrate that they have reached the required level in both music performance and the academic consideration of performance and performance practice at an appropriate level. Clear expectations regarding academic probity, advice about what constitutes plagiarism and advice about correct referencing will be supplied in the Module Handbook and supported by UWE Library Services. Assessment criteria will be made available through individual assignment and performance examination briefs but will be based around the level of critical evaluation and achievement across the overarching principles of the assessment of musical performance, such as:

- Accuracy, tempo and flow
- Overall musical character
- Aesthetic coherence of performance

Formative assessment

Students will receive formative assessment throughout the module through the teaching and learning activities, through participation in master-classes, workshops and seminars and through informal performance opportunities curated by the University. There will be opportunities for students to gain feedback from their peers and tutors through informal in-class performances.

Summative assessment

Component A1: Illustrated Essay
Component A2: Presentation

Full guidance as to the requirements will be available in the Module Handbook. For example:

- Illustrated Essay (1500 words): to be submitted prior to the Presentation, detailing and responding to issues covered in the teaching and learning
- Presentation: a 5-minute technical and 10-minute recital performance, accompanied by written programme notes.

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

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Illustrated Essay (1500 words)	25%
2. Presentation (15 minutes)	75%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Illustrated Essay (1500 words)	25%
2. Presentation (15 minutes)	75%

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1. Apply performance preparation strategies to a recital presentation (A2); 2. Give a confident performance to a professional standard, utilizing appropriate performance techniques (A2);
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	<ol style="list-style-type: none"> 3. Show effective concert planning through their choice of repertoire and the production of written programme notes (A2); 4. Discuss a variety of issues relating to performance and performance practice (A1, A2); 5. Critically analyse their own and others' musical performances (A1, A2); 6. Relate aspects of the historical and cultural significance of selected music (A1, A2); 7. Recognise factors that can contribute to the overall success or failure of a musical performance (A1, A2). 																																			
<p>Key Information Sets Information (KIS)</p> <p>Contact Hours</p> <p>Total Assessment</p>	<table border="1" data-bbox="528 465 1422 869"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;">30</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> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="639 1176 1315 1413"> <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>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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<p>Reading List</p>	<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 http://readinglists.uwe.ac.uk, in the Module Handbook and as an on-line list on Blackboard.</p> <p>Online Access available through UWE e-library: Sadie, S., <i>The New Grove Dictionary of Music and Musicians</i>, 2nd edition (2001) Hallam, S., Gaunt, H., <i>Preparing for Success: A Practical Guide for Young Musicians</i>. London: University of London Press, Institute of Education.</p>																																			

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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	Link to MIA 10595