



### MODULE SPECIFICATION

Part 1: Information			
Module Title	Performance Portfolio		
Module Code	UASATV-30-2	Level	2
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 will enable students to further develop their musical performance within a professional context alongside other core skills required for the successful planning and production of a performance. Students work towards curating and implementing a solo or group performance to showcase their musical skills. In most cases, a student will utilise their chosen instrument or voice however all forms of musical performance and expression will be allowed as long as it is possible to assess the student's achievement against the learning outcomes of the module.</p> <p>Students also further develop studies introduced in the first year in areas, such as:</p> <ul style="list-style-type: none"> <li>• the use of advanced rehearsal and practice strategies</li> <li>• performance programming, implementation, marketing materials and programme notes</li> <li>• the context of performance</li> <li>• the development of an individual 'creative voice' through performance</li> <li>• performance practice through history</li> </ul> <p>Throughout the module students prepare for their final performance recital examination through a number of different but interrelated activities which include: first study sessions on a group or individual basis as appropriate, attendance at lectures, seminars, master classes and workshops. Students also take part in regular UWE music-making activities, which take place in established music venues in the city. Engagement with the cultural scene both within the University and the wider region supports an understanding of musical performance to a high standard. Some teaching and learning sessions may fall outside core university working hours.</p> <p>During the module students also produce a small portfolio of work that demonstrates their skills in musical performance. The portfolio may consist of performances recorded in the studio, at live events or that are non-standard (performed but edited, for example). Technical support is available for studio contexts.</p>

### Part 3: Assessment

#### Assessment Strategy

The two summative assessments in Component A allow students to demonstrate that they have reached the required level in both music performance and the academic consideration of performance and performance practice. Whilst the module leads toward a final 'recital' performance the assessment strategy places equal importance upon the exploration of performance and a creative voice throughout the module. 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:

- Technical proficiency
- Stylistic awareness
- Musical interpretation skills

#### Formative assessment

Students will receive formative assessment throughout the module in individual music lessons, through participation in 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: Technical Presentation 20%

Component A2: Recital Presentation 30%

Component A3: Illustrated Essay 50%

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

- The Technical Presentation: a 10-minute closed performance
- The Recital Presentation: a 15 to 20-minute public performance recital which will take the form of an examination. This should be accompanied by programme notes.
- Portfolio: an illustrated essay (2000 words): detailing and responding to issues of performance covered in the teaching and learning, supported by a small number of recordings of 'studio' performances.

Identify final timetabled piece of assessment (component and element)	Component A3	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Technical Presentation	20%	
2. Recital Presentation	30%	
3. Portfolio	50%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <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. Apply advanced performance preparation strategies to performance presentation (A1, A2);</li> <li>2. Give an extended performance in public to a professional standard, utilizing appropriate performance techniques (A2);</li> <li>3. Demonstrate confident concert planning through their chosen repertoire and written programme notes (A2);</li> <li>4. Critically analyse issues relating to performance and performance practice, including the development of performance practice through history (A3);</li> <li>5. Critically analyse their own and others' musical performance, demonstrating the ability to be self-reflexive (A3);</li> <li>6. Critically analyse the relationship of aspects of the historical and cultural significance of selected music (A2, A3);</li> <li>7. Critically analyse factors that can contribute to the overall success or failure of a musical performance (A3).</li> </ol>																														
<p>Key Information Sets Information (KIS)</p> <p>Contact Hours</p> <p>Total Assessment</p>	<table border="1" data-bbox="528 712 1422 1115"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">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>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <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" data-bbox="639 1424 1315 1659"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<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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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>																														

**Core Reading  
Recommended for Student Purchase  
Further Reading**

Rink, J. (ed), (2002) *Musical Performance: A Guide to Understanding* (Cambridge: Cambridge University Press)  
 Williamon, A. (ed.), (2008) *Musical Excellence: Strategies and techniques to enhance performance* (Oxford: Oxford University Press)  
 Online Access available through UWE e-library: *The New Grove Dictionary of Music and Musicians*, 2nd edition (2001) e-Journals available through UWE e-library:

**FOR OFFICE USE ONLY**

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>