

Module Specification

Module Title: Actor Musician Skills - Music

Module code:	TBC	NQF level:	Level 4
Credit value:	20 credits	Semester of study:	1 and 2
Module type:	Compulsory	Pre-requisites:	None
Available to:	BA (Hons) Actor Musician		

Module overview

Through music ensembles, music lab and optional theory:

- Ensemble Musicianship
- Musical Arrangement
- Interpreting musical styles and genres
- Music Notation
- Harmony
- Music Theory
- Composition
- Musical Direction

Through 1-1 Lessons:

- Individual skill development in primary instrument.
- Solo repertoire development.

Through ensemble singing classes:

- Vocal Anatomy
- Musical Styles and Genres
- Vocal Technique
- Ensemble Singing
- Harmony

Aims

This module introduces students to the core music skills required of the actor musician. Focusing on development of musicianship, solo instrument skill, ensemble skills, composition, musical direction and singing.

In weekly classes, ensembles and music labs, students will develop their playing, musicianship and ability to communicate story using their voice and instrument/s. They will be asked to play, create and facilitate music ensembles in a wide range of styles. Students study the means of articulating musical ideas, both orally and through notated composition. Those without theory at point of entry attend a theory class to further develop these skills and support their performance practice. A variety of approaches to music creation and arrangement are used to enable students to develop their own individual process.

Students attend ensemble singing classes where they are introduced to the fundamentals of safe, technical voice production. Students explore a variety of performance styles to broaden knowledge of the genre and vocal range in performance.

Students receive an allocation of 1-1 lessons (13 Hours) to focus on developing excellence in a primary instrument through Year 1. For students advanced in more than one instrument it is possible, in conversation with the programme leader, to split their allocation across instruments.

This module aims to:

- develop student's instrumental skill on a primary instrument
- develop student's musicianship and ensemble playing
- enable students to arrange music of different styles and genres
- introduce students to musical directing and the associated skills
- enable students to experience a range of musical styles, exploring practically the technical demands of each genre
- introduce students to the basic skills of ensemble singing, equipping them with an understanding of their own singing voice and enabling planned development.

Learning outcomes

On successful completion of this module, students will be able to:

1. Demonstrate a technical command of their chosen instrument/s and solo singing voice.
2. Work as an effective member of a musical ensemble, creating musical arrangements in a range of styles.
3. Demonstrate the ability to communicate musical arrangements orally and through musical notation.

Learning and teaching methods

This module will be delivered through music ensembles, music labs, ensemble singing classes, 1-1 lessons and music theory (optional).

Contact hours and directed study (over semesters 1 and 2)

Delivery type	Student hours
Indicative hours for learning and teaching activities	40
Indicative hours of directed study	160
Total hours (100hrs per 10 credits)	200 hours

Opportunities for formative feedback

As a practical subject, formative feedback is continuously offered as part of an ongoing dialogue between tutor and student. This process allows for feedback/feedforward in the moment, when it is most valuable and impactful. Students will be encouraged to reflect on live and recorded voice work; to support their independent preparations for summative performance assessment.

Week 3 in Semester 1, students meet individually with the module coordinator to have a timely dialogue about progress and allocation of focused 1-1 classes. Student and tutor will discuss acquisition of fundamental musical skills pre-training and agree areas of focused development. This tutorial informs the students decisions around the allocation of 1-1 music classes and serves as a fundamental part of this planning.

A progress tutorial, in conclusion of Semester 1, presents an opportunity for a timely dialogue between student and tutor regarding progress. Student and tutor will discuss acquisition of fundamental vocal skills in spoken voice and any areas of focused further development.

Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Ensemble Performance	TBC	60%	1, 2, 3
Solo Performance	TBC	40%	1, 2

Re-Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Ensemble Performance	TBC	60%	1, 2, 3
Solo Performance	TBC	40%	1, 2

Indicative Reading List

- Harrison, J, Actor Musicianship, Methuen Drama 2016
- *The AB Guide to Music Theory Vol 1* by Eric Taylor (ABRSM Publishing)
- *The AB Guide to Music Theory Vol 2* by Eric Taylor (ABRSM Publishing)
- *Music Theory in Practice Books* by Eric Taylor (specific to grade studied)
- *Aural Training in Practice* by John Holmes and Nigel Scaife, ABRSM (specific to grade studied)
- *Improve your Sight-Reading: A workbook for examinations* - Paul Harris (specific to grade studied)
- Davis, Richard, (2004), *Becoming an Orchestral Musician: A Guide for Aspiring Professionals*, Giles de la Mare
- Demers, Joanna, (2006) *Steal This Music: How Intellectual Property Law Affects Musical Creativity*, Georgia: University of Georgia Press
- Frith, Simon (ed) and Lee Marshall (ed) (2004) *Music and Copyright*, Edinburgh: Edinburgh University Press
- Golding, C and R Hepworth-Sawyer (2010) *What is Music Production? A producers guide, the role, the people, the process* Burlington: Focal Press