

Module Specification

Module Title: Professional Studies 3: Community Music Project

Module code:	HBASHR024	NQF level:	Level 6
Credit value:	20 credits	Semester of study:	1 and 2
Module type:	Optional	Pre-requisites:	Professional Studies 2: Working with Music in the Community
Available to:	BA (Hons) Music (Business) (Classical) (Film Music) (Folk) (Jazz) (Popular) (Production) (Songwriting)		

Module overview

This module will provide students with substantial direct experience of devising and delivering a community-based project. It will build on the knowledge and skills derived from the Professional Studies 2: Working with Music in the Community module.

Aims

This module follows on from the Professional Studies 2: Working with Music in the Community module and students work within communities delivering educational music projects. It forms part of the programme's professional studies strand and its commitment to enhancing employment opportunities and a portfolio career.

The module aims to:

1. Build on skills developed in the Professional Studies 2: Working with Music in the Community module.
2. Provide students with substantial direct experience of planning and delivering an educational music project based in the community.
3. Prepare students for the workplace as part of a portfolio career.

Learning outcomes

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

1. Practically apply knowledge in relation to music and the music education industry in the community using appropriate planning, teaching, leading and learning methodologies.
2. As a responsible and accountable team member, critically evaluate their role and work within the group with reference to teamwork and leadership.
3. Set appropriate objectives and prepare suitable musical material for a community-based group that fosters inclusion, effective communication, understanding and empathy.
4. Critically evaluate process and achievement.

Learning and teaching methods

The module will be delivered through a series of lectures, seminars and workshops as well as external placement.

Semester 1. The project will be planned with the support of **lectures, seminars and workshops**.

Semester 2. The project will be carried out **in the community** supported by internal tutorials.

Throughout this module students will address the organisation, as well as setting appropriate objectives and preparing suitable materials for their project. They will also devise appropriate pedagogy and pedagogical methodologies. Students will also demonstrate the ability to lead a project as part of a team. Students will critically evaluate the process through a reflective multimedia e-portfolio.

Lectures are used for the effective delivery of key subject areas as outlined in the indicative content.

Seminars will be used to promote discussion in order to evaluate and critically appraise what has been covered in the lectures. Workshops will enable students to practice their learned theory.

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

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

Opportunities for formative feedback

Students will receive formative feedback through the seminar series.

Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
ePortfolio – project plan. This will include an embedded film of a group presentation of the project plan, which will be supported by rationale around the plan and reinforced with reference to sources.	1500 words and 10 minute group presentation	40%	1, 3
ePortfolio – project evaluation. This will include video footage of their plan being delivered at placement, supported by a critical evaluation of their plan and planning process.	2400 words and up to 10 minutes of video footage	60%	2, 3, 4

Re-Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
ePortfolio – project plan. This will include an embedded film of a group presentation of the project plan, which will be supported by rationale around the plan and reinforced with reference to sources.	1500 words and 10 minute group presentation	40%	1, 3
ePortfolio – project evaluation. This will include video footage of their plan being delivered at placement, supported by a critical evaluation of their plan and planning process.	2400 words and up to 10 minutes of video footage	60%	2, 3, 4

Indicative Reading List

Essential:

- Burnard, P. (2012) *Musical Creativities in Practice*. Oxford: Oxford University Press.
- Hargreaves, D, & North, A. (1997) *The Social Psychology of Music*. OUP.
- Higgins, L., *Community Music in Theory and in Practice*, Oxford, 2012
- Macdonald, R., Kreutz, G., Mitchell, L., *Music, health and Wellbeing*, Oxford, 2012
- Moser, P., McKay, G., *Community Music, a Handbook*, Russell House Publishing, Dorset, 2005
- Paton, R., *Lifemusic, Connecting people to Time*, Archive Publishing, 2011

Recommended:

- Bates. C., *The family music project in the north of England: a study of the pedagogical methodologies employed and the outcomes achieved*. International Journal of Community Music, Volume 5 Number 2. ISSN 1752-6299
- Burnard, P and Murphy, R. with James Biddulph, Kathryn Marsh, Alex Ruthman, and Jane Wheeler *Teaching Music Creatively*. London: Routledge. 2013
- Green, L. (1988) *Music on Deaf Ears*. MUP.
- Green, L. (1997) *Music, Gender, Education*. CUP.
- Ockleford, A. (2008) *Music for Children and Young People with Complex Needs*. Oxford Music Education.
- Ciarrochi, J., Forgas, J. and Mayer, J., *Emotional Intelligence in Everyday Life*, Psychology Press, 2006.
- Levitin, D., *This is your Brain on Music*, Dutton, 2006
- Palicevic, M., & Ansdell, G., *Community Music Therapy*, Jessica Kingsley, UK, 2006
- Sloboda, J., *Exploring the Musical Mind; Emotion, Ability, Function*, OUP 2004

Additional Information

Students are given information, advice and guidance relating to all aspects of Safeguarding and Health and Safety in order to enable them to devise and deliver a substantial participatory project to an identified community group. Students are also required to sign a contract outlining all of the *professional* requirements of this module. In order to fulfil the Safeguarding requirements of this module students must complete online Safeguarding training. Students will not be allowed to start their projects if they have not completed the training module and signed the contract. All placements that are offered have been risk assessed by Leeds College of Music. Students are required to adhere to all aspects of the official risk assessment. Due to the nature of placements there is a risk that students may encounter situations which may be distressing. Student Services are aware of the nature of this module and have facilities available to support students for whom this may affect.