

Module Specification

Module Title: Specialist Study Performance 2 (Folk, Roots & Blues)

Module code:	HBAMFO006	NQF level:	Level 5
Credit value:	30 credits	Semester of study:	1 and 2
Module type:	Compulsory	Pre-requisites:	None
Available to:	BA (Hons) Music (Folk, Roots & Blues)		

Module overview

Building on the work undertaken at level 4, and working with their one to one tutor, students will continue to strive for virtuosity and therefore continue to develop technical proficiency, musicianship and stagecraft. They will continue with a coherent and effective practise regime to ensure safe practice and effective musical and technical progression, as well as determining and achieving personal goals. Through agreed repertoire, students will extend their understanding of stylistic interpretation, in order to develop an emerging individual style and or chosen idiomatic technique from global traditions. Students will prepare a programme for an end of stage recital that evidences an original and confident performance style alongside a secure technique and stylistic awareness. Students will be encouraged to explore a wider range of global styles than at level 4 and will focus in their playing on developing a more nuanced use of musical parameters, whether playing solo lines, harmonies or rhythmic accompaniment. Fusion with other genres will continue to be encouraged and supported (e.g. jazz, classical, pop, rock) as will combining elements of these in order to perform music that adheres to fundamental aspects of the tradition (i.e. storytelling) but is able to include these additional elements in a way that reflects current practice. Core melodic, harmonic and rhythmic language will be extended further to include for example, a wider range of global styles.

The focus of the Artistry and Performance component of the modules will develop from the previous year to include more performance-specific communication techniques including eye contact, gesture, interpretation and characterisation.

Aims

This module is designed to continue the support of the students' development in performance practice. Recognising the importance of continual development, through one-to-one teaching opportunities, and the development of a rigorous practice regime, students will have opportunities to develop their emerging musical voice to prepare them for level 6 where they will perform publicly.

The module aims to:

1. Enable the student to further develop their understanding of the techniques and skills of musical performance, showing a command in their execution within a musical performance.
2. Encourage the student to realise and develop their emerging musical voice.
3. Enable students to perform with appropriate expression, creativity and presentation.

Learning outcomes

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

1. Perform in a stylistically informed manner with relationship to appropriate repertoire.
2. Perform with an advanced technical command of, and fluency on, their specialist study instrument/voice with a developed application of appropriate melodic, harmonic, rhythmic and aural skills.
3. Demonstrate appropriate technical skills, including sight reading (where appropriate) to the appropriate level in the specified genre, as well as performing from memory (where appropriate).

4. Show significant judgement in engaging with performance and artistic issues and demonstrate effective programme planning.

Learning and teaching methods

Teaching is by individual tutorial, with supporting group study ('Performance in Context'), allowing for student-centred learning. Students will work towards a performance demonstrating a range of skills appropriate to the chosen musical idiom.

One to one tuition facilitates a developmental process over two trimesters. It is designed to build upon existing skills in technique and musicianship in order to establish strong performance skills with the aim of developing expression, creativity and technique.

Performance in context workshops and seminars are designed to support the student's one-to-one activity and place their specialist study in the wider context of technical considerations, artistic expression and critical insight. This will inform their technical assessment. On the Folk, Roots & Blues pathway, Performance students will work with other performers and composers across year groups to facilitate creative reflection via peer to peer feedback workshops and seminars.

Masterclasses cover all pathway areas and they present the students with transferable, artistic, industry and professional insights. Students may attend scheduled masterclasses in any area to allow them to synthesise ideas that are presented through different genres and/or disciplines. Masterclasses are delivered by visiting professors and industry professionals.

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

Delivery type	Student hours
Indicative hours for learning and teaching activities	96 hours
Indicative hours of directed study	204 hours
Total hours (100hrs per 10 credits)	300 hours

Opportunities for formative feedback

Students will receive regular formative assessment via both performing opportunities and their individual lessons. Within the individual tuition process students receive verbal feedback regarding their progress on a weekly basis as part of an on-going development process. This is the same for the performance in context workshops/seminars that are designed to be group focused therefore offering possibilities for peer and tutor feedback.

Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Technical Assessment	20 minutes	25%	2, 3
Performance*	20 minutes	75%	1, 2, 3, 4

*It is acknowledged that there are different professional conventions and that performance programme documents may be produced. These are not assessed.

Re-Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Technical Assessment	20 minutes	25%	2, 3
Performance*	20 minutes	75%	1, 2, 3, 4

*It is acknowledged that there are different professional conventions and that performance programme documents may be produced. These are not assessed.

Indicative Reading List

Indicative repertoire per instrument will be provided by appropriate tutor.