

Postgraduate Diploma (PGDip) & MMus Composer-Performer

Apply Through: UCAS Conservatoires

Institution Code: R59

Application Fee: £26

Audition Fee (one instrument): £63

Applications Open for Entry 2021: 16 July 2020

Applications Close for Entry 2021: 1 October 2020

This course overview provides a summary of the programmes offered from September 2020. Please note this may be subject to amendment and change in future years. Students are always consulted on such change and details are made available to applicants holding offers. For students to progress from year one to year two on a two year postgraduate course, students will *normally* have to pass all first year modules.

	Postgraduate Diploma	MMus
Core Modules	Composer – Performer 1	Composer – Performer 1
	Composer – Performer 2	Composer - Performer 2
	The Professional Musician	The Professional Musician
		The Informed Musician
	Research Project	
	Or	
	Reflecting on Performance	
Optional Modules (select one from the list)	Advanced Teaching Skills	Advanced Teaching Skills
	Advanced Outreach Skills	Advanced Outreach Skills
	Advanced Sound Recording	Advanced Sound Recording
	Career Management	Career Management
	Creative Project	Creative Project
	Individual Project	Individual Project
	Orchestral Audition	Orchestral Audition
	Portfolio of Compositions	Presenting at Conference
	Portfolio of Arrangements	Portfolio of Compositions
	Vocational Project	Portfolio of Arrangements
	Vocational Project	

Composer – Performer 1

Core Module for PGDip & MMus

Credits: 40

Assessment: Portfolio of Creative Work (30%); Analytical Journal (20%) and Performance (50%)

Composition

The module will provide a framework within which each student may develop innovative creative work (both independently and in collaboration) across a wide variety of contexts. This work will be based on a broad knowledge of compositional techniques, current aesthetics and professional approaches, and a future-facing creative outlook, which will equip each student with an aptitude to tackle developments and challenges as they arise. The creative ambition of the module is to produce new, stimulating public work to a standard of excellence which aspires to high-level professional achievement.

Performance

Students will be supported in the development and synthesis of technical, stylistic, artistic and intellectual skills which form the basis of all performance at an advanced level. Principal Study tuition and associated coaching will be supported by classes in which the act of performance is practised and reflected upon.

Composer – Performer 2

Core Module for PGDip & MMus

Credits: 40

Assessment: Creative Portfolio (80%); Viva Voca (20%)

Building on The Performer-Composer 1, this module affords students the opportunity to define their own creative pathway for the year, balancing their provision in relation to their proposed Creative Portfolio outcomes.

Performance provision will allow students to refine the technical, artistic, stylistic and intellectual skills which underpin performance at a professional level. Combining these with the framework offered through composition, students will be mentored in producing new, stimulating public work to a standard of excellence which aspires to high-level professional achievement.

The Professional Musician

Core Module for PGDip & MMus

Credits: 20

Assessment: Portfolio of career development work (50%); Individual Project (50%)

This module is concerned with issues relating to the establishment, maintenance and development of careers in music, creating a rounded, well-informed professional. The Portfolio element focuses on developing effective reflective techniques for career development. To support this, communication and networking as a professional musician and entrepreneur are explored through seminars covering issues of self-promotion. Elements of promotional material are discussed, including appropriate use of technology and media. Other classes are concerned with developing an advanced understanding of the breadth and depth of approach required to present oneself (and projects) within a professional environment and the need to embrace changing trends in the music business. In terms of sustaining a career, matters relating to health and wellbeing for musicians are explored, including topics such as injury prevention, hearing protection and resilience.

Building on the evaluative and strategic work undertaken for the Portfolio, students design their own entrepreneurial project, either working on their own or in a small group to deliver an outcome related to their future career ideas or to fill identified skills/knowledge gaps. Possible outcomes range from in-depth

career research, social media campaigns, organising and delivering a performance event. Successful completion of the proposed project will be shared and discussed in group seminars at the end of the Spring Term

The Informed Musician

Core Module for MMus

Credits: 20

Assessment: 15 minute video presentation (50%); 4 x 500 word critiques of videos (50%)

This module seeks to develop informed musicians; it combines a study of a wide range of western performance practices looked at from both practical and aesthetic standpoints with an examination of the crucial role of analysis in delivering informed performances. Lectures and presentations on a variety of informed practice and issues ranging from early music to contemporary and electronic performance will introduce key concepts. Topics covered might include the changing role of music and musicians, the relationship between repertoire, instrumentation, ensemble size and venue, the evaluation of primary sources and performing editions, notation, ornamentation, articulation, and an assessment of the impact of recording on how we perform different repertoire. This will be followed by a set of lectures and seminars taking the literature on Analysis and Performance as a starting point for considering the potential relationships between these two activities. Traditional analytical techniques will be looked at and consideration given as to the ways in which these may be employed within a performance framework. Attention will be focussed on investigating ways to analyse parameters of music that are of particular significance to the performer, for example texture and technique. Students will upload a video presentation discussing the issues of informed performance (contextual and analytical) to a College channel; this will form one part of the assessment; the other requirement will be to review and evaluate four other students' videos (Term 2).

Reflecting on Performance

Core Module for MMus

Credits: 40

Assessment: Portfolio of Reviews (50%) and a choice of 20-30 minute presentation (50%)

Communication as a musician requires the use of high level and instantaneous critical skills. This module serves to develop a broad range of advanced reflective, critical and communication skills, both in terms of performances encountered by each student and one of their own performances. These skills are assessed through a portfolio of reviews. Advanced critical and research skills relating to a key aspect of performance and/or the wider arts industry will be explored and presented through a presentation focusing on the student's interests. The options include Lecture Recital, Illustrated Performance, TED Talk, Viewpoint Lecture and Pre-Performance Talk. Once an option and topic have been chosen, through discussion with the teaching team, an appropriate supervisor is appointed to work with the student on an individual basis.

Research Project

Core Module for MMus

Credits: 40

Assessment: This module is assessed through one component

- Dissertation (100%)
- Recorded radio programme of 30-minutes duration (100%)
- Scholarly edition of a substantial work prepared and edited by the student, with full critical commentary (100%)
- Fully documented portfolio of creative work relating to a specialist, research-based project (100%)

- Entrepreneurship Project: project proposal documentation (60%) & 15 minute panel pitch (40%)

This module will guide and support the planning, preparation, production and presentation of research related to an area of special musical interest to the student. Initial workshops in advanced research methodology will be followed by individual tutorials and group seminars. Following submission of a 300-word abstract, topics must be discussed with and approved by teaching team; individual tutors will then be assigned and a schedule of supervisions established. Students will be required to present reports on their progress within designated postgraduate research seminars.

Advanced Teaching Skills

Optional Module for PGDip & MMus

Credits: 20

Assessment: Viva Voce (60%) and either an Essay (40%) or Substantial Online Teaching Resource (40%)

The module is concerned with the teaching of instruments, voices and/or composition. Throughout, students will be encouraged to view teaching as an activity demanding utmost concentration, skill and attention, and to regard students as individuals; acknowledging and nurturing them as people with unique and individual needs. Areas covered will include: a survey of the principal schools of pedagogy, developing criteria for the selection of teaching materials, covering technical and musical needs, a strategy encompassing the organisation and structure of lessons and practice sessions, and the development of advanced verbal and non-verbal communication skills.

Advanced Outreach Skills

Optional Module for PGDip & MMus

Credits: 20

Assessment: Practical Assessment (60%) and Portfolio of Written Work (40%)

This module is for students who already have practical experience of outreach projects. It aims to provide a framework within which students devise and complete an outreach project, enabling them to develop advanced skills in music leadership, the mentoring of creativity and self-reflective practice. It will embed advanced understanding of how their individual experience of outreach relates to the wider sector, keeping up to date with current research and trends. Issues of safeguarding, participation, inclusivity, autonomy and team-working will be considered through a series of seminars. Students will be expected to identify and negotiate with their chosen host organisation, eventually delivering a sustained project (5 visits), allowing for reflection and development throughout the process. Practical skills are assessed through a video submission, recorded during the final participatory activity of the project. The Portfolio will contain material relating to the workshops delivered, a mapping of change across the project and an evaluation of practice.

Advanced Sound Recording

Optional Module for PGDip & MMus

Credits: 20

Assessment: Portfolio of Recordings (60%) and Written Submission (40%)

This module is for students who already have experience of using sound recording equipment and relevant software. It aims to further students' critical understanding and appreciation of creative decisions required in sound and music recording practice, examining their own work and that of other practitioners. A series of seminars and classes will address a range of issues including: the use of DAWs and how they have affected the recording process; the aesthetics of plug-ins; multitrack vs. stereo recording; location recording practice; and approaches to "classical" and "popular" recording. Students will be required to submit a portfolio containing a selection of recordings undertaken in a variety of situations, as agreed with the module leader,

who will provide individual supervision across the project. The written submission focusses on the individual's technical and aesthetic stance, evaluation and detailing decisions made during the recording, mixing and mastering process.

Career Management

Optional Module for PGDip & MMus

Credits: 20

Assessment: Portfolio (100%)

This module builds on work undertaken during The Professional Musician, exploring the potential of working as a self-employed artist, identifying and developing a range of resources needed to work as a freelance professional. The module also provides with an awareness and understanding of political and economic issues that impact on arts organisations, as well as developing an understanding of the context in which arts organisations operate. Delivered through a series of classes, students enhance their reflective practice, employing a range of industry-relevant techniques to create a portfolio of tailored promotional materials, including a marketing strategy relating to themselves as performers. As part of the portfolio work, students will design, deliver and evaluate a self-directed project aligned with their career interests.

Creative Project

Optional Module for PGDip & MMus

Credits: 20

Assessment: Practical Assessment (60%) and Portfolio (40%)

This project aims to provide a framework within which students may devise and complete an independent performance project, taking responsibility for planning, organisation and delivery in line with professional expectations. Following a series of information seminars, students will identify their own performance venue and work directly with the promoter to put in place all of the elements fundamental for effective delivery of an agreed event. Creative and innovative performance ideas are welcomed. Practical skills are assessed through a video recording of the performance. The Portfolio will contain material relating to the event (promotional material, evidence of social media activity, programme & programme notes, etc) and a reflective critique of the overall project.

Individual Project

Optional Module for PGDip & MMus

Credits: 20

Assessment: Written Submission (100%)

This module will guide and support students in the planning, preparation, production and presentation of work relating to an area of special musical interest. Whilst the subject matter may vary, each project will be characterised by a balance of elements of research, creative reflection and/or applied professional practice. Examples of the type of activity involved may range from a formal, extended essay on a musicological topic, a scholarly edition of a selected work, or a fully documented business plan for a proposed area of professional activity. Topics must be discussed with and approved by the PG Course Leader; individual tutors will then be assigned and a schedule of supervisions established.

Orchestral Audition

Optional Module for PGDip & MMus

Credits: 20

Assessment: Orchestral Audition (60%) and Portfolio (40%)

This module is for students involved with BBCNOW or WNO Orchestral Experience schemes (or equivalent). It enables students to gain an advanced awareness of the requirements of a professional orchestral audition, supports the development of sophisticated instrumental skills across a wide range of orchestral repertoire and creates opportunities for embedding an understanding of professional orchestral etiquette and protocols. Following successful audition for the BBCNOW or WNO Orchestral Experience schemes, students will undertake side-by-side activity in these professional orchestras, receiving mentoring and feedback from their desk partners/sectional principals. Building on these skills, through a range of teaching methods, students will prepare for a formal orchestral audition; their Portfolio will contain appropriate professional materials (covering letter & CV) as well as a written reflection on their development across this module, incorporating mentor reports.

Portfolio of Arrangements

Optional Module for PGDip & MMus

Credits: 20

Assessment: Portfolio of creative work, with written critique (100%)

This module provides an opportunity for self-directed study in producing a portfolio of arrangements, taking responsibility for planning and developing the work in an innovative and creative manner. It offers the opportunity for students to develop further their arranging skills and produce a portfolio of original arrangements with accompanying recordings. Typically, the portfolio will consist of ONE major work and TWO smaller pieces. Students will be guided throughout by a supervisor, and will accompany their works with a written critique evaluating their creative processes and outcomes.

Portfolio of Compositions

Optional Module for PGDip & MMus

Credits: 20

Assessment: Portfolio of creative work, with written critique (100%)

This module provides an opportunity for self-directed study in producing a portfolio of compositions, taking responsibility for planning and developing the work in an innovative and creative manner. It offers the opportunity for students to develop further their composition skills and produce a portfolio of original works with accompanying recordings. Typically, the portfolio will consist of ONE major work and TWO smaller pieces. Students will be guided throughout by a supervisor, and will accompany their works with a written critique evaluating their creative processes and outcomes.

Presenting at Conference

Optional Module for MMus

Credits: 20

Assessment: Presentation (70%), Critical Reflection (30%)

The subject matter of the paper and the intended conference/symposium or similar event will normally be established by the student in consultation with the Module Leader. A Module Supervisor will be identified who will provide tutorial support in all aspects of the preparation of the paper. Papers intended for presentation within RWCMD Research Symposia will be assessed within this context, whilst those intended for external presentation will be assessed within a RWCMD Research seminar in advance of the intended event. Staff feedback following the presentation of the paper may be used to inform the student's critical reflection on the entire process.

Vocational Project

Optional Module for PGDip & MMus

Credits: 20

Assessment: Presentation (100%)

Following an initial negotiation with the Module Leader, each student will be assisted in identifying an appropriate industry-based experience for this project. Students are expected to be proactive in negotiating with the provider (where appropriate) and ensuring a smooth interface between the placement schedule and other College commitments. The precise nature of the placement, its requirements and any specific learning outcomes will be established on an individual case basis in advance. Students will need to submit a 500 word summary explaining why they are undertaking this particular project before commencing. This proposal should be accompanied by an ethics statement and will be subject also to appropriate health and safety clearance, where applicable. The placement will normally take place within a single term and should be equivalent to at least 10 days of work. On completion of the placement, students prepare and deliver a presentation lasting 25-30 minutes, which should reflect on the experience, outline the training benefits gained and place the activity within the context of the student's career development.