

This course overview provides a detailed summary of the BMus (Hons) programme as offered from September 2022. Please note that whilst the information reflects the programme offered to composers from this date, it 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. Each year of the course is worth 120 credits. In order to progress through each year students will normally have to pass all modules.

Year 4	Principal Pathway (80 credits) & Professional Studies (40 credits)	Principal Pathway (60 credits) & Professional Studies (60 credits)		Principal Pathway (40 credits) & Professional Studies (80 credits)	
Year 3	Principal Study III	Collaboration III	Engagement III	Elective Specialism 1	Elective Specialism 2
Year 2	Principal Study II	Collaboration II	Engagement II	Integrated Musician II	Contextual Studies II
Year 1	Principal Study I	Collaboration I	Engagement I	Integrated Musician I	Music & Society I

YEAR ONE 120 credits

Students will study ONE core module worth 40 credits and FOUR core modules 20 credits each.

Principal Study 1

Core Module: 40 Credits

Assessment: Portfolio (80%), Technical (Pass/Fail), Coursework (20%)

The focus of this module sits within the principal study tuition of each student. During the year, students will typically receive tuition from TWO principal study tutors. This will take the form of 1:1 lessons and group plenary classes. The tuition and support offered will be directed towards the production of ONE portfolio of work, which will have particular requirements. The compositional voice and creative horizons of each student will be further developed through a range of specialist skills classes the nature of which will vary according to the compositional approach. Students will also be supported in the production of a detailed written critique relating to the development of their creative processes throughout the year.

Attendance is also required, as appropriate, at performances that form part of the College's public performance programme and students will be encouraged to develop their personal analytical and critical responses to performance through engagement in with this learning resource.

Self-evaluation and reflection to inform personal development, support sustainable practices and track artistic progress will be developed across the year and collated in a personal e-portfolio. Students will typically be supported by tutorials to gain formative feedback on their personal e-portfolio work.

Collaboration 1

Core Module: 30 Credits

Assessment: 50% Practical, 20% Tutor Report, 30% Self-Reflective Assessment

The aim of this module is to offer students the opportunity to develop their fundamental abilities and knowledge of developing music for performance within a collaborative context.

Students will be supported in developing their musical, practical, presentation, communication and collaborative team-working skills through a range of preparation, rehearsal and performance activities, whilst also developing their awareness of professional expectations and etiquettes required in professional ensemble rehearsal and performance.

Alongside tutored sessions, students will be encouraged to develop their autonomous creative and musical leadership and rehearsal techniques in non-directed ensemble work.

Evaluating students' individual contributions and skills development throughout the module in the preparation and rehearsal stages before performance, along with their engagement in meeting professional ensemble protocols and requirements are important elements of this module, and acknowledgement of students' development in these areas will be recognised via tutor input. Students' development and learning across the module will be further developed via self-reflection on creative interactions.

Creative Collaboration 1

Core Module: 30 Credits

Assessment: 50% Project Output, 20% Tutor Report, 30% Self-Reflective Assessment

This substantial module will offer students freedom of opportunity to explore and develop their fundamental abilities and knowledge of music and creative performance within a specified, collaborative project. Projects will usually be significant in scope and require commitment over an extended period. Student participation within projects must be agreed and signed off by the Module Leader and relevant Head of Study before the commencement of project work.

The module will be fulfilled through undertaking a collaborative project with a small or large musical ensemble or an interdisciplinary creative group, as appropriate to the project brief, and will support an ethos of exploration in diverse repertoires, genres, styles and approaches, encouraging creative freedom and expression within collaborative working.

Students will be supported in developing their creative, practical, presentation, communication and collaborative team-working skills through a range of rehearsal and performance activities, alongside developing an awareness of any attendant professional expectations and etiquettes required rehearsal and performance environments of a specific creative collaboration.

Alongside mentored sessions, students will be encouraged to develop their autonomous creative leadership and rehearsal techniques in rehearsal or non-directed work.

Evaluating students' individual contributions and skills development throughout all stages of the project, along with their engagement in meeting professional protocols and requirements are important elements of this module. Acknowledgement of this development will be recognised via tutor continuous assessment reports.

Integrated Musician 1

Core Module: 20 Credits

Assessment: 60% Portfolio of Harmony exercises, 30% Aural perception and ear tests, 10% Choral participation and embodied musicianship

This module will focus on the development of fundamental skills in harmony for composers, aural and embodied musicianship and will be delivered through a range of teaching contexts and methods. Small-group workshops will support the development of understanding in tonal harmony and form, with written exercises and analyses serving to secure and develop understanding in recognising and using a range of key harmonic principles for composers. Aural skills development will take two forms: choral activity and seminars. Regular participation in choir will build essential confidence in a range of aural, musical and embodied skills, (for example singing, rhythm, sight-reading and improvisation) and will typically be supported by smaller group or individual ear training sessions. Repertoire sung in choir will include a broad range of musical styles, including African song, Indian Raga, Gospel and Rock/Pop in addition to Western Classical Music. Embodied musicianship embedded within choral work is supplemented by classes in the fundamentals of Alexander technique, to enhance awareness and support the development of an integrated approach to musicianship.

Music and Society 1

Core Module: 20 Credits

Assessment: 100% Coursework

This module seeks to develop an awareness, through a series of case studies, of the ways in which individual musicians have worked within networks to build their careers, and also the ways in which they have transformed the role of music and musicians in society. Cases explored will cover a wide range of musical repertoires and styles from Western Classical repertoire through to Radiohead and Stormzy. The course will be taught through two approaches: lectures and seminars. Case studies will be presented in lectures, whereas seminars will follow up each case-study lecture in order to expand the discussion to consider the various research methodologies that guide enquiry, with a focus on historicism. Throughout, students are required to engage in further reading and listening, and wherever possible make connections across their College experience. The latter includes attendance at College-based public performances and performance projects.

Engagement 1*

Core Module: 10 Credits

Assessment: 100% Coursework

This module will provide guidance in range of fundamental areas relating to community music making, engagement and principles of music tuition.

Initial teaching sessions will lay out professional requirements and considerations for undertaking community-based music projects, including sustainable working practices, quality principles, regulatory frameworks and safeguarding as well as other requirements for sound participatory practice. As part of the module teaching, students will be supported to gain understanding of a range of values, knowledge and practices which will form a theoretical 'Community Musician's Essential Toolkit' enabling them to make informed choices and decisions for devising materials in preparation for practical work.

Practical workshops will focus on how to devise and develop an enabling creative project, how to select and incorporate appropriate material, and how to utilise a range of skills relating to presentation and communication in the practical realisation of an outward facing project. In addition to this work, students will be guided in the development of evaluation techniques and reflective practice as appropriate to the professional context. Working in groups, students will devise and record a videoed musical performance or similar event, suitable for dissemination to a specified community setting.

* A DBS certificate will be required for this module.

YEAR TWO 120 Credits

Students will study ONE core module worth 40 credits and FOUR core modules 20 credits each.

Principal Study 2

Core Module: 40 Credits

Assessment: Portfolio of original compositions (80%), Technical (Pass/Fail), Coursework (20%)

The focus of this module sits within the principal study tuition of each student. During the year, students will typically receive tuition from TWO principal study tutors. The process of informing personal style will be guided through 1:1 lessons and associated group plenaries.

The compositional voice and creative horizons of each student will be further developed through a range of specialist skills classes the nature of which will vary according to the compositional approach. Developments in composition techniques, creativity and styles will be supported through associated classes in a range of skills. Through these students will encounter a broad repertoire and a complex matrix of approaches to interpretation and realisation.

Students will also be supported in the production of a detailed written critique relating to the development of their creative processes throughout the year.

Self-evaluation and reflection to inform personal development, support sustainable practices and track artistic progress will be further developed across the year and collated in a personal e-portfolio. Students will typically be supported by tutorials to gain formative feedback on their personal e-portfolio work.

Collaboration 2

Core Module: 30 Credits

Assessment: 50% Orchestration, 20% Tutor Report, 30% Reflective Report

The aim of this module is to offer students the opportunity to develop confidence in their abilities and knowledge of developing music for performance within a collaborative context.

Students will be supported in extending their musical, practical, presentation, communication and collaborative team-working skills through a range of preparation, rehearsal and performance activities, whilst also developing their awareness of professional expectations and etiquettes required in professional ensemble rehearsal and performance.

Alongside tutored sessions, students will be encouraged to develop their autonomous creative and musical leadership and rehearsal techniques in non-directed ensemble work.

Evaluating students' individual contributions and skills development throughout the module in preparation and rehearsal, along with their engagement in meeting professional ensemble protocols and requirements are important elements of this module. Acknowledgement of students' development in these areas will be recognised via tutor input. Students' development and learning across the module will be further developed via self-reflection on creative interactions.

Creative Collaboration 2

Core Module: 30 credits

Assessment: 50% Performance or Creative Project Output, 20% Tutor Report, 20% Reflective Report

This substantial module will offer students freedom of opportunity to further explore and deepen their abilities and knowledge of music and creative performance within a specified, collaborative project. Projects will usually be significant in scope and require commitment over an extended period. Student participation within projects must be agreed and signed off by the Module Leader and relevant Head of Study before the commencement of project work.

The module will be fulfilled through the undertaking a collaborative project with a small or large musical ensemble or interdisciplinary creative group as appropriate to the project brief and the ethos of this module promotes exploration of diverse repertoires, genres, styles and creative approaches.

Students will be supported in developing their creative, practical, presentation, communication and collaborative team-working skills through a range of rehearsal and performance activities, alongside developing an awareness of professional expectations and etiquettes required in the rehearsal and performance environments of a specific creative collaboration.

Evaluating students' individual contributions and skills development throughout all stages of the project, along with their emerging artistry and confidence in professional working practices are important elements of focus in the module. Acknowledgement of this development will be recognised via tutor reports. Students will undertake self-evaluation and reflection to further inform their creative, collaborative development and artistic progress.

Integrated Musician 2

Core Module: 20 Credits

Assessment: 60% Portfolio of Harmony exercises, 30% Aural perception and ear tests, 10% Choral participation and embodied musicianship

This module will build confidence and development of core skills in harmony, aural and embodied musicianship and will be delivered through a range of teaching contexts and methods. Small-group workshops will support the further development of understanding important concepts and practices in harmony and form for composers. Aural skills development will take two forms: choir and seminars. Regular participation in choir will build further confidence in a range of aural, musical and physical skills, for example singing, rhythm, sight-reading and improvisation and will normally be supported by small group or individual ear training sessions. Physical musicianship is integrated and embedded within choral work and supplementary classes in methods with a mind and body focus will continue to support the establishment of an integrated musicianship approach.

Music & Society 2

Core Module: 20 Credits

Assessment: 100% Coursework

This module will develop the understanding of the ways in which music has been received by listeners. The module will focus on the development of audiences, the formation of canons, the formation of societies, the founding of conservatoires, and the political uses of music. The eras explored will range from the late-18th to the 21st centuries, with a focus on the long 19th-century and its crucial relationship contemporary culture. The course will be taught through two approaches: lectures and seminars. Case studies will be presented in lectures, whereas seminars will follow up each case-study lecture in order to expand the discussion to consider the various research methodologies that guide enquiry. The methodologies explored will build upon those from BMus 1, such as collecting data to underpin arguments concerning historical trends. Throughout, students are required to engage in further reading and listening, and wherever possible make connections across their College experience. The latter includes attendance at College-based public performances and performance projects.

Engagement 2

Core Module: 10 Credits

Assessment: 100% Coursework

Students will be guided to develop further knowledge and practical skills in participation, engagement and music tuition, with a specific focus on developing suitable materials and skills to teach basic musical concepts within a primary school workshop context. Preparatory classes will include consideration of the intersection between informal, non-formal and formal teaching approaches and core skills in sourcing and preparing enabling teaching materials for schools, with acknowledgement of the importance of investigation into curriculum requirements. Working in groups, students will devise and deliver their own music workshop to Primary aged children. In addition to this work, students will be supported in further development of evaluation techniques and their reflective practice as appropriate to the professional context.

YEAR THREE 120 credits

Students will study ONE core module worth 40 credits, TWO core modules each worth 20 credits, plus TWO elective modules worth 20 credits each.

Principal Study 3

Core Module: 40 Credits

Assessment: 80% Portfolio, Technical P/F, 20% Coursework

The focus of this module sits within the principal study tuition of each student. During the year, students will typically receive tuition from two principal study tutors. The process of informing personal style will be guided through 1:1 lessons and associated group plenaries.

The compositional voice and creative horizons of each student will be further developed through a range of specialist skills classes the nature of which will vary according to the compositional approach. Developments in composition techniques, creativity and styles will be supported through associated classes in a range of skills.

Through these students will encounter a broad and diverse repertoire and a complex matrix of approaches to interpretation and realisation.

Students will also be supported in the production of a detailed written critique relating to the development of their creative processes throughout the year.

Self-evaluation and reflection to inform personal development, support sustainable practices and track artistic progress towards employment will be further developed and will typically be supported by tutorials to assist students with their personal e-portfolio work.

Collaboration 3

Core Module: 30 Credits

Assessment: 50% Orchestration & Recording, 20% Tutor Report, 30% Reflective Report

This module will give students the opportunity to further explore and deepen their creative abilities, skills and knowledge of music creation and performance within a collaborative context.

Students will be supported in further developing and deepening their musical, practical, presentation, communication and collaborative team-working skills through a range of rehearsal and performance activities, whilst also consolidating skills in relevant professional working practices in ensemble rehearsal and performance.

Supporting and evaluating students' contributions and skills development throughout the preparation and rehearsal stages, along with their emerging artistry and confidence in inhabiting professional working practices in performance will remain important elements of focus in the module.

In addition to tutored sessions, students will be challenged to further develop their autonomous creative and musical leadership, rehearsal approaches and ensemble identity in non-directed work. Critical self-reflection of personal creative and collaborative processes will inform and refine future development.

Engagement 3*

Core Module: 10 credits

Assessment: 100% Coursework

This module guide students on the organisation and structure of inclusive instrumental, vocal or composition tuition, encompassing fundamental aspects of setting up a secure teaching practice. The module will also explore the components of a successful teacher/pupil relationship, cover issues surrounding student progression and raise awareness of the imperative to regard students as individuals, acknowledging and nurturing them as people with unique and individual needs.

Lectures and classes will discuss criteria involved for the development of a fundamental teaching methodology for beginner instrumentalists, singers or composers. A variety of teaching contexts will be considered, with guidance in the selection of teaching materials, encompassing cognitive, technical and musical needs and acknowledging the development of verbal and non-verbal communication skills in teaching contexts.

Students will undertake their own practical teaching in this module, building up a portfolio of materials and reflections to support their understanding and the practical development of teaching skills.

*A DBS will be required for this module

Choose TWO Elective Module options (one each from levels 5 and 6) from the following list of optional modules (all worth 20 credits):

Music & Society 3

Optional Module: 20 credits
Assessment: 100% Portfolio

This module seeks to introduce the student to the myriad ways in which music has been used to effect social change. The module will be taught in a seminar format in which key texts are explored through detailed discussion. The focus will be on the ways in which musicians respond to the contexts in which they live and transform society through their interventions. The module will also seek to develop advanced research skills, building on the work in the first two years of study. Contemporary approaches in musical scholarship, including issues of race, gender, and class, will be explored in depth. Students will undertake a large-scale project, which will involve a more sophisticated method of argumentation.

The Informed Performer

Optional Module: 20 credits
Assessment: 50% Performance, 50% Written

This module will encourage students to place their performances within an informed stylistic context. Using a number of case studies as exemplars, the module will look at a selection of repertoire from a variety of eras and in a broad range of styles. Presentations and discussion groups will explore how a consideration of primary and secondary sources, contemporary evidence, recordings and interviews with composers, performers and listeners, can enhance understanding and provide a strong concept for performance. Classes will discuss relevant research techniques, how to use and understand the recorded legacy and how to relate this information to performance. The module assessment will consist of two elements: firstly, a written critical commentary describing research processes and conclusions and secondly a short performance to demonstrate a practical synthesis of accumulated research with personal performance aims, and how this has influenced interpretation.

Music for Theatre

Optional Module: 20 credits
Assessment: 60% Portfolio, 40% Report

This module offers the opportunity to study the art of devising music for new theatre productions. It will include the analysis of script to understand content, form and dramatic pulse, leading to the generation of a coherent musical score.

Practical exercises will include the selection and placing of existing music as well as original composition to interpret and enhance text drawn from a range of sources. Presentation of the work will deal with extracts from selected works and take the form of rehearsed readings.

Conducting Skills

Optional Module: 20 credits
Assessment: 70% Practical, 30% Written

Classes will focus on three elements of a conductor's craft: technical skills, the conductor's relationship with an ensemble of musicians (rehearsal technique) and the physical communication of musical ideas through conducting. As the course progresses, these elements will be combined as students work together as a group, developing confidence through practical training and acquiring experience of the rehearsal process. The project will also include some discussion of the various roles of the conductor, how these have evolved historically, and how they may vary across a range of different styles, genres and practical situations. Topics may include but not be limited to orchestral and opera conducting, choral conducting, musical direction in music theatre, and brass-band conducting.

Alexander Technique

Optional Module: 20 credits

Assessment: 70% Written, 30% Reflective Journal

This module focuses on the Alexander Technique, a theoretical and practical body of knowledge that enables the user to achieve economy of effort in any specific context in which they choose to apply their understanding. In a musical context, this would result in a performer placing their energies into precisely the area's most likely to obtain positive results, and to apply the right amount of energy (neither too much nor too little).

In order to achieve this economy of effort, one must develop two distinct but interrelated levels of understanding: that of the anatomical structures and processes underlying movement; and the mental and physical processes involved in preparing, executing and monitoring activity.

This module develops these two areas in an integrated way, through a combination of theory work and practical exploration. By the end of the module, the student should have sufficient working knowledge of the Alexander Technique to be able to apply it to their own musical performance, or anything else they wish to improve.

Biology for Musicians

Optional Module: 20 credits

Assessment: 70% Essay, 30% Portfolio

A series of lectures looking at the bioscience of performance and discussing issues relevant to performers (particularly singers and wind players), including breathing, posture, injury prevention, stress management, hearing and processing musical sound. Students will develop understanding in a range of areas and will be able to:

- describe the nature of the stress response, how chronic and acute stress is related to performance and lifestyle issues in musicians, and review what are appropriate and inappropriate means of dealing with these issues,
- explain accurately the mechanisms of breathing in wind playing and singing,
- describe how the larynx generates sound and explain the origin of different registers and the mechanism of vocal projection,
- explain how the larynx can be damaged during performance or through illness, and how this can be managed and treated.

The structure of the embouchure will be explored, how it is supported by the teeth and jaw, explaining how it and the airway can be affected or damaged by high pressure generated during wind playing.

Students will be instructed in how to:

- describe the structure of the back and the shoulder
- recognise the postural problems posed by different instruments and how the impact of these can be reduced
- explain the structure of the arm and hand and how these are used in instrumental playing
- review the risks imposed by nerve compression and repetitive movement during playing
- Understand how physical problems can be avoided or treated and how to find appropriate help
- demonstrate a practical knowledge of physical and mental exercises to reduce tension, restore posture and combat performance anxiety
- explain the mechanism of sound detection by the ear in hearing, how it can be damaged by intense sound
- describe the health and safety issues as relevant to the musical world
- appreciate the importance of how the brain processes complex sound for music perception and how it affects our emotions.

Welsh Music

Optional Module: 20 credits

Assessment: 100% Portfolio

Through a series of seminars, workshops and external visits, this module will provide an overview of Welsh music, investigating its historical development and the intertwining of folk, traditional and classical strands, from late Medieval to the present day. Areas of focus will include: historical overview, social drivers, and consideration of

“Welshness” in music; the harp as the instrument of Wales; folk music of Wales; Welsh classical music in the 19th-21st centuries; the contemporary Welsh music scene.

The Teaching Musician

Optional Module: 20 credits

Assessment: 50% Teaching Portfolio, 50% Written

This module extends students’ understanding and awareness of teaching-related issues, including professional aspects of establishing a teaching practice. It will explore aspects of lesson design and content, considering how this may vary according to the teaching setting. Students will consider how to develop teaching approaches suitable for the requirements of the individual or small group, including differentiation according to age, ability and specific needs. Aspects of educational theory, professional values and pedagogical approaches will be studied in order to inform teaching practice and perspectives. There will be a core element of ‘real life’ practical teaching, with the support of a designated mentor.

The Community Musician

Optional Module: 20 credits

Assessment: 50% Practical, 50% Written

This module will provide practical support for the development of confidence in facilitation skills for music workshops. Initial training sessions will further consider the legal and regulatory frameworks and focus on developing skills in facilitation and reciprocity in the workshop space. Guidance will be given on processes for selecting appropriate materials and approaches to enable respectful and hospitable practice in selected settings. To consolidate theoretical understanding, students will undertake practical work involving leading workshops of their own construction in a variety of community settings and engage with individual and group work to develop reflexive practice.

Production for Radio

Optional Module: 20 credits

Assessment: 50% Practical, 50% Written

This module will provide guidance to students in the making of a short radio programme in a documentary or magazine genre. Working in small groups, students will learn about different formats for radio programmes together with a range of associated practical skills. These may include: interview techniques and how to structure a programme. Alongside this, advanced skills associated with recording and editing will be developed. Each group will submit a recording containing their programme. In addition, students will individually reflect on all aspects of the creative and technological processes involved in making the programme, the effectiveness of their own contribution, and the quality of the outcome(s).

Music in Words

Optional Module: 20 credits

Assessment: 100% Portfolio

This module will provide an overview of writing styles for different purposes and present strategies for undertaking select written tasks, such as programme notes and concert reviews. Through focussing on diverse written materials from critical and aesthetical perspectives, the module will enable students to articulate ideas with clarity and concision, to respond to a range of sources and to articulate an assortment of musicological and performance-related issues within a wide variety of written contexts.

Psychology of Performance

Optional Module: 20 credits

Assessment: 70% Written, 30% Practical

This module will focus on a range of topics within the field of music performance psychology, relevant to enhancing and supporting individual musicians and their performance strategies. Seminars and lectures will focus on a range of issues for individual musicians including aspects of neuroscience, sports science, musical identity,

mental skills training (including target setting, confidence, optimal performance energy & memorisation techniques) allowing students to examine their preparation and performance processes in detail, through the lens of contemporary music psychology research.

Working in the Creative Sector

Optional Module: 20 credits
Assessment: 50% Written, 50% Practical

Workshops and presentations will focus on developing understanding around key areas of current arts management practice whilst also preparing students to produce a project outline with appropriate aims and objectives.

These will include:

- current UK policy
- funding of the arts
- different types and sizes of arts organisation and different settings
- equality, diversity and inclusion
- working successfully as a team
- ideation
- project planning

Students will work in small groups and be mentored in developing and delivering performances that contribute to a specified themed public event, engaging with a range of practical and transferable skills required for arts management.

Advanced Harmony

Optional Module: 20 credits
Assessment: 100% Portfolio

The module will be delivered through workshop classes in advanced harmony training. Written exercises and analyses, harmony workshops will support students in the development of their abilities in, and understanding of, an extended range of harmonic theories and techniques. Exercises in a variety of styles will be explored, linking analysis to students' own performance repertoires wherever possible, to influence performance decisions. Students complete formative exercises before preparing and presenting a final summative portfolio.

Improvisation

Optional Module: 20 credits
Assessment: 50% & 50% Two Practical Assessments

A series of group workshops will explore the process of instantaneous composition through practical exercises that transform musical imagination to performance in both solo and collective improvisation. Students will be encouraged to consider the relationship between instrument (including voice) and performer, developing new technical approaches that facilitate creative freedom. The module will enhance aesthetic awareness and intensify aural perception.

Electronic Dance Music

Optional Module: 20 credits
Assessment: 70% Composition, 30% Written

Workshops and lectures, combined with guided listening, leading to the creation of individual work. Students will receive guidance in the appropriate use of software and hardware, and in suitable production techniques, as well as guidance in making appropriate artistic choices. There will be an element of peer review, and students will have to opportunity to work collaboratively.

YEAR FOUR 120 Credits

In the fourth year students will be able to build on their strengths and select from a range of modules to reflect their main areas of interest and personal development. There are three modes of study available at this level:

Mode 1: 80 credits of Principal Pathway modules and 40 credits of Professional Studies modules

Mode 2: 60 credits of Principal Pathway modules and 60 credits of Professional Studies modules

Mode 3: 40 credits of Principal Pathway modules and 80 credits of Professional Studies modules

PRINCIPAL PATHWAY MODULES

Major Portfolio of Compositions

Optional Module: 40 Credits

Assessment: 80% Portfolio, 20% Viva voce

The module provides students with a wide range of training opportunities and a diverse set of creative experiences. Individual lessons, group plenaries and classes focus on the advanced development of the creative personality of each student and its expression through well-articulated and professionally presented works. This will be enriched by exposure to a diverse public performance programme, opportunities to meet and discuss creative and professional matters with associated artists, and more holistic classes and tutorials. Throughout, students will be supported in the development of a major portfolio of creative work, and a viva voce examination will offer students an opportunity to discuss in-depth issues relating to their compositional choices, aesthetics and aspirations.

Portfolio of Compositions

Optional Module: 20 Credits

Assessment: 80% Portfolio, 20% Viva voce

The module provides students with a wide range of training opportunities and a diverse set of creative experiences. Individual lessons, group plenaries and classes focus on the advanced development of the creative personality of each student and its expression through well-articulated and professionally presented works. This will be enriched by exposure to a diverse public performance programme, opportunities to meet and discuss creative and professional matters with associated artists, and more holistic classes and tutorials. Throughout, students will be supported in the development of a major portfolio of creative work, and a viva voce examination will offer students an opportunity to discuss in-depth issues relating to their compositional choices, aesthetics and aspirations.

Final Project

Optional Module: 40 Credits

Assessment: 60% Project Output, 10% Project Proposal, 30% Project Evaluation

Each student will be required to devise and develop a self-directed project which draws on their particular interests and contributes to sustainable career development. Working with the Module Leader, they will develop a proposal for activity in a chosen specialist area (see below for options), alongside a workable timeline for delivery and evaluation of their activities, enabling them to outline and define their specific project trajectories and outputs with confidence.

Responsibility for negotiating external involvement (in terms of people, venues, internship opportunities, etc) and ensuring a smooth interface between the project schedule and other College commitments lies with each student. Students will also be expected to consider issues of ethics and risk as appropriate to their particular sphere of interest.

The nature of the project should be substantial and ambitious, reflecting the expectations of a final year BMus module. The proposal should resonate with professional expectations in the specialist field and should draw on a wide range of relevant transferable skills. Students should strive for this to be an outward-facing project, with real-world impact.

A series of over-arching seminars will help the students to understand the most effective ways of proposing and managing their projects, as well as providing a framework for systematic reflection and evaluation afterwards. Alongside submission of their completed artefact (as specified below), students will be assessed on their project documentation, articulating their starting point and evaluating their journey. This last submission will include a portfolio of supporting material, the contents of which will be agreed in advance with the Module Tutor.

Support for specialist strands of study, e.g. performance, research, teaching, participatory practice, will be provided through access to relevant staff to act as mentors.

This module is available in the following areas of activity:

- Solo Performance Project
- Collaborative Performance Project
- Practice as Research
- Creative Devising
- Musical Direction
- Teaching Artistry
- Community Music/Participatory Practice
- Digital Projects
- Industry-based Project
- Composition Project
- International Exchange Project

Further details on the requirements and expectations of each strand are available in the Module Handbook.

Major Collaborative Performance

Optional Module: 40 Credits

Assessment: 90% Performance, 10% Programme materials

The module will be supported through a wide range of learning experiences. Ensemble classes, coaching and/or mentoring sessions will focus on the development of advanced collaborative performance skills as well as an understanding of effective ensemble rehearsal strategies. Attendance at events within the College's public performance programme will serve further to develop a critical awareness of the requirements of high-level collaborative performance (instrumental and/or vocal). Performance classes will provide opportunities to encounter a range of associated repertoire and discuss broader issues relating to performance. Individual lessons contribute to the acquisition of performance skills associated with selected repertoire, although students are ultimately themselves responsible for forming and maintaining their ensembles. All ensembles and programmes are subject to approval.

Collaborative Performance

Optional Module: 20 Credits

Assessment: 90% Performance, 10% Programme materials

The module will be delivered through a wide range of learning experiences. Ensemble classes, coaching and/or mentoring sessions will focus on the development of advanced collaborative performance skills as well as an understanding of effective ensemble rehearsal strategies. Attendance at events within the College's public performance programme will support further development of critical awareness of the requirements of high level chamber-style performance (instrumental and/or vocal). Performance classes will provide opportunities to encounter a range of associated repertoire and discuss broader issues relating to performance, such as stylistic matters. Individual lessons contribute to the acquisition of performance skills associated with selected repertoire, although students are ultimately themselves responsible for forming and maintaining their ensembles. An assessed performance (typically in the Summer term) normally featuring ensembles of between three and eight players. All ensembles and programmes are subject to approval.

Brass Band Performance

Optional Module: 40 Credits

Assessment: 80% Performance 18-20 minutes, 20% Analytical Programme note

This module is available to students specialising in any brass band instrument. Through a range of teaching methods, students will prepare a wide range of areas relating to brass band performance. The module will culminate in each student being allocated an opportunity to take a prominent role within a brass band performance.

Contemporary Music Performance

Optional Module: 20 credits

Assessment: 80% Performance, 20% Analytical Programme Note

This module typically runs across the first half of the academic year. Individual lessons normally offered by a specialist tutor focus on the development of a fully formed instrumental technique, stylistic understanding, and informed knowledge of chosen contemporary repertoires. As appropriate, coached rehearsals and group seminars investigate collaborative programming possibilities, explore performance issues and demand a high level of communication and interaction. Students will also be supported in the creation of an analytical programme note to support their chosen repertoires.

Period Instrument Performance

Optional Module: 20 Credits

Assessment: 80% Performance, 20% Analytical Programme note

This module typically runs across the first half of the academic year. Individual lessons normally offered by a specialist tutor focus on the development of a fully formed instrumental technique, stylistic understanding, and informed knowledge of chosen period instrument performance repertoire. As appropriate, coached rehearsals and group seminars investigate collaborative programming possibilities, explore performance issues and demand a high level of communication and interaction. Students will also be supported in the creation of an analytical programme note to support their chosen repertoires.

Big Band Performance

Optional Module: 40 Credits

Assessment: 90% Performance, 10% Artistic Statement

1:1 lessons are complemented by band rehearsals and performances. Rehearsals will encourage the development of a high level of ensemble skill and the ability to follow musical direction.

Big Band Performance

Optional Module: 20 Credits

Assessment: 90% Performance, 10% Artistic Statement

1:1 lessons are complemented by band rehearsals and performances. Rehearsals will encourage the development of a high level of ensemble skill and the ability to follow musical direction. Students will have the opportunity for a featured role within a large-scale ensemble, in order for them to demonstrate an ability to perform to a professional standard in a large Jazz ensemble setting.

PROFESSIONAL STUDIES MODULES

Final Project

Optional Module: 40 Credits

Assessment: 60% Project Output, 10% Project Proposal, 30% Project Evaluation

Each student will be required to devise and develop a self-directed project which draws on their particular interests and contributes to sustainable career development. Working with the Module Leader, they will develop a proposal for activity in a chosen specialist area (see below for options), alongside a workable timeline for delivery and evaluation of their activities, enabling them to outline and define their specific project trajectories and outputs with confidence.

Responsibility for negotiating external involvement (in terms of people, venues, internship opportunities, etc) and ensuring a smooth interface between the project schedule and other College commitments lies with each

student. Students will also be expected to consider issues of ethics and risk as appropriate to their particular sphere of interest.

The nature of the project should be substantial and ambitious, reflecting the expectations of a final year BMus module. The proposal should resonate with professional expectations in the specialist field and should draw on a wide range of relevant transferable skills. Students should strive for this to be an outward-facing project, with real-world impact.

A series of over-arching seminars will help the students to understand the most effective ways of proposing and managing their projects, as well as providing a framework for systematic reflection and evaluation afterwards. Alongside submission of their completed artefact (as specified below), students will be assessed on their project documentation, articulating their starting point and evaluating their journey. This last submission will include a portfolio of supporting material, the contents of which will be agreed in advance with the Module Tutor.

Support for specialist strands of study, e.g. performance, research, teaching, participatory practice, will be provided through access to relevant staff to act as mentors.

This module is available in the following areas of activity:

- Solo Performance Project
- Collaborative Performance Project
- Practice as Research
- Creative Devising
- Musical Direction
- Teaching Artistry
- Community Music/Participatory Practice
- Digital Projects
- Industry-based Project
- Composition Project
- International Exchange Project

Further details on the requirements and expectations of each strand are available in the Module Handbook.

Music for Media

Optional Module: 40 Credits
Assessment: 100% Portfolio

The module provides students with a range of training opportunities to support a diverse set of creative experiences and compositional media. Seminar classes aim to inspire the advanced development of the creative personality of each student within, and its expression through, well-articulated and professionally presented works. This will be enriched by exposure to a diverse public performance programme of contemporary repertoire, opportunities to meet and discuss creative and professional matters with associated artists, and tutorials to support individual development of a portfolio of creative work.

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Major Research Project

Optional Module: 40 Credits
Assessment: 100% Written

This module will guide and support the planning, preparation, production and written presentation of research related to an area of special musical interest to the student. Initial workshops in 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 the Module Leader; 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.

Research Project

Optional Module: 20 Credits
Assessment: 100% Written

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Lecture Recital

Optional Module: 40 Credits
Assessment: 80% Lecture Recital, 20% Self-Reflective Assessment

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. Students will be guided in their choice of topic and related repertoire, following which they will work independently in devising their presentation, which should use appropriate technological support. Following the Lecture Recital, students will critically reflect on the effectiveness of their work.

Pre-Performance Talk

Optional Module: 20 Credits
Assessment: 80% Pre-Performance Talk, 20% Self-Reflective Assessment

This module will guide and support the planning, preparation and presentation of research related to the delivery of a pre-performance talk normally preceding a public performance at the College and will typically be open / available to the public. Students will be supported in developing their research and presentation skills with initial seminar sessions. Following this they will work independently in devising a presentation, with an allocated supervisor to support this process. Following the talk, students will critically reflect on the effectiveness of their work to inform personal development.

Arts Planning and Management

Optional Module: 20 Credits
Assessment: 100% Portfolio

Through a series of seminars and workshops, students will develop the skills required to work as an independent producer, planning and curating a proposal for a one-day music-based festival.

Seminar classes will look in detail at a variety of key issues and considerations for project planning including:

- Funding sources
- Festival curation/programming
- Project budgeting
- Event planning
- Marketing campaign planning

Utilising the skills that have been learned, students will use their artistic imaginations to devise, plan and document an original, creative event of their own choice.

New Ventures

Optional Module: 20 Credits

Assessment: 50% Canvas Model, 50% Project Pitch

Students will take part in a short course, delivered by Arts Management staff, that looks at how to develop and refine an entrepreneurial idea, investigating the following areas:

- Setting up a new venture – the notion of creative entrepreneurship
- Creating the best ideas and potential markets
- Turning your idea into a business model
- Visualising success
- Canvas model sharing and discussion

Students will then develop their venture further through individual supervisions, focusing on gaining the skills required to pitch this idea effectively and take on board feedback from a panel of creative entrepreneurs. The pitch should address issues of sustainability, diversity and inclusivity, as well as showcasing an innovative approach.

Writing for Music

Optional Module: 20 Credits

Assessment: 100% Portfolio

This module will provide an opportunity to further develop confidence, experience and refinement in writing styles for different musical purposes. This self-directed module will enable students to undertake the planning, preparation, production and written presentation of a portfolio of chosen outputs to reflect their individual interests and communicate critical opinions in a range of music-related topics. Students can identify and undertake select tasks, such as programme notes, performance reviews or article entries to express critical arguments in areas of individual musical interest. The module will challenge students to investigate sophisticated ideas and perspectives, responding to a range of sources and stimuli, and to articulate an assortment of contemporary, musicological and performance-related issues within a wide variety of written contexts.