

This course overview provides a detailed summary of the BMus (Hons) programme as offered from September 2011. Please note that whilst the information reflects the creative music technology and composition programmes offered to date, it may be subject to amendment and change in future years.

Year 4	Performance Option	Performance or Professional Development Option		Performance or Professional Development Option	
Year 3	Composition & Creativity III	Collaboration & Performance III	Teaching Skills	Professional Development Option	Professional Development Option
Year 2	Composition & Creativity II	Collaboration & Performance II	Professional Development Option	Harmony & Aural II	Musical Contexts II
Year 1	Composition & Creativity I	Collaboration & Performance I	Enhancing Performance Project	Harmony & Aural I	Musical Contexts I

**YEAR ONE 120 credits**

**Composition & Creativity I**

Core module

40 credits

Assessment: Two portfolios (40%, 60%)

The focus of this module sits firmly within the principal study tuition of each student. During the year, students will receive tuition from two principal study tutors. This will take the form of 1:1 lessons and group plenary classes. The training offered will be geared towards the production of two portfolios of work, each of 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 varies according to the compositional approach of the student (ie whether composing with notation or composing with sonic art).

**Collaboration & Performance I**

Core module

20 credits

Assessment: Assessed rehearsal, performance & journal (70%, 30%)

The module will support the development of collaborative working practices together with a more broadly-based skills training to facilitate the realisation, production and public presentation of new work. The scope of the field will be outlined within a project-based series of classes given during the autumn term, followed by ongoing support through performance classes in the spring term. Performances will be scheduled during the Summer term.

**Musical Contexts I**

Core module

20 credits

Assessment: Two portfolios (50%,50%)

You will develop an awareness of the diversity inherent within musicological enquiry, plus the skills to pursue the study of musical works in an informed manner. The programme is subdivided into four segments and includes a consideration of music performance, history, analysis and case studies.

**Harmony & Aural I**

Core module

20 credits

Assessment: Portfolio of harmony exercises (50%) and listening tests (50%)

The module will be delivered through a combination of workshop classes in harmony and aural training. Through written exercises, analyses and performances, harmony workshops will develop your abilities in, and understanding of, a range of diatonic and simple chromatic chords and progressions. Exercises in a variety of styles will be set (these may include pastiche studies), supported by studies in the nature of melodic style and basic instrumentation. Aural workshops will incorporate a mixture of different types of tuition, including guidance in methods to recognise rhythms, tonic centricity and the degrees of the scale, intervals, triads and melodies.

### **Enhancing Performance Project**

Core module

20 credits

Assessment: Essay (50%) and viva voce (50%)

This module teaches you to make the most of your educational and professional potential. You will be introduced to a wide range of issues relating to physical and psychological health, along with technological and aesthetic matters fundamental to success as a performer or creative musician. Areas covered will include strategies for effective practice, physical fitness for the musician, Alexander Technique, applications of technology, the physicality of performance, aspects of style and interpretation, and nutrition for the musician. After a series of awareness-raising presentations and workshops, you will be encouraged to establish and maintain effective personal practise regimes.

## **YEAR TWO    120 credits**

You will study one core module worth 40 credits, three core modules each worth 20 credits, plus one optional 20-credit module.

### **Composition & Creativity II**

Core module

40 credits

Assessment: Two portfolios (40%,60%)

Developments in composition technique, creativity and style will be supported through principal study lessons and classes, and by technical studies in orchestration, aural and analysis. Through these you encounter a broad repertoire and a complex matrix of approaches to its interpretation and realisation. The process of informing your own style will be guided through 1:1 lessons and associated group plenaries. For composers, the production of two themed portfolios will include compositions for small ensemble and for chamber orchestra. Creative music technology students will similarly work within a number of collaborative contexts in the production of their portfolios.

### **Collaboration & Performance II**

Core module

20 credits

Assessment: Assesses rehearsal & performance & journal (70%, 30%)

Building on the Collaboration & Performance I this module will continue to develop your collaborative working practices along with the continuous development of your skills to facilitate the realisation, production and public presentation of new work.

### **Harmony & Aural II**

Core module

20 credits

Assessment: Portfolio (100%)

The module will be delivered through a combination of workshop classes in harmony and aural training. Through written exercises, analyses and performances, harmony workshops develop your abilities in, and understanding of, a range of advanced diatonic and chromatic chords and progressions. Exercises in a variety of styles will be set (these may include pastiche studies), supported by studies in the nature of melodic style and advanced instrumentation. Aural workshops will incorporate a mixture of different types of tuition, including guidance in methods to recognise rhythms, tonic centricity and modulation, complex intervals, triads and melodies (tonal and atonal).

### **Musical Contexts II**

Core module

20 credits

Assessment: Portfolio (100%)

You will develop an advanced awareness of the diversity inherent within musicological enquiry, and the skills to pursue an informed study of music. It will be divided into two parts: a detailed study of a selected epoch in the history of music, and a more instrument or departmentally-focused study of a key area of repertoire or a topic of particular significance.

**You will take one Professional Development Option in year two and two in year three. There are a wide range of modules available to select from typically including:**

#### **a) Alexander Technique**

Optional module

20 credits

Assessment: Essay (50%) and portfolio (50%)

The module combines lectures designed to provide a theoretical background to the practice of the Alexander Technique with practical workshops in applications of the technique for musicianship.

#### **b) Biology for Musicians**

Optional module

20 credits

Assessment: Essay (50%) and portfolio (50%)

A series of lectures looking at the bioscience of performance and discussing issues relevant to performers, including breathing, posture, injury prevention, stress management, hearing and processing musical sound.

#### **c) Concert Management**

Optional module

20 credits

Assessment: Portfolio (50%) and reflective journal (50%)

A series of classes to discuss the issues involved in presenting their own concert, including:

- Dealing with the task of setting up the concert
- Deciding on the programme
- Developing a marketing strategy and providing publicity material
- Dealing with front of house issues

Students will work in groups to present a concert of their own devising, taking care of all organisational aspects.

#### **d) Music for Theatre**

Optional module

20 credits

Assessment: Practical assessment (50%) and portfolio (50%)

This module gives you 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 four works and take the form of rehearsed readings.

#### **e) Music Therapy (Touch Trust)**

Optional module

20 credits

Assessment: Portfolio (60%) and practical assessment (40%)

Early sessions will consider the elements of therapeutic work through practical exercises and discussion of approaches and video material. In the following weeks, you will spend time working in groups at the Touch Trust in the Wales Millennium Centre, participating in and leading parts of music workshops.

#### **f) Composing & Arranging**

Optional module

20 credits

Assessment: Portfolio (75%) and seminar presentation (25%)

Workshops will include an investigation of the basic components of compositional technique through discussion of general principles and illustrations from existing works. Topics will include extended and post-tonal composition, response to text, recent developments in composition and notation, works for solo instruments, and the interaction of instruments in ensembles. You will be encouraged to develop a critical approach by discussing your own work. A

broader consideration of the aesthetic implications of compositional choices will grow from these initial explorations of technical matters.

#### **g) Outreach Studies**

Optional modules

20 credits

Assessment: Practical assessment (60%) and portfolio (40%)

Working with college staff and partner organisations (including St David's Hall, WNO and BBCNOW), you will be involved in the delivery of workshops aimed at promoting live classical music to school children. Introductory sessions will be followed by participation projects facilitated by professional amateurs and delivered in schools, with performance outcomes.

#### **h) Workshop Leader**

Optional module

20 credits

Assessment: Practical assessment (50%) and portfolio (50%)

This module will give you practical support and expertise in devising, promoting and leading music workshops. Training sessions will consider the legal and regulatory frameworks, but focus principally on the selection and development of material appropriate to selected settings. During practical sessions, you will design and lead your own workshops in a variety of community and/or outreach settings.

#### **i) Arts Management**

Optional module

20 credits

Assessment: Portfolio (100%)

During workshops and presentations, you will focus on key areas, including state funding of the arts, marketing strategies and policies, education and community development, fundraising and cultural strategy, and programme and business planning. You will then prepare a portfolio of work based around an arts project you have devised.

#### **j) Performance Planning**

Optional module

20 credits

Assessment: Portfolio (100%)

This module will consider a wide variety of issues and practical considerations, including ensemble organisation, the production of promotional material, preparation of programme material, rehearsal skills, and tour planning and dealing with promoters.

#### **k) Music & Words**

Optional module

20 credits

Assessment: Portfolio (100%)

This module will provide an overview of writing styles for different purposes and present strategies for undertaking selected writing tasks, such as programme notes. Through focusing on diverse written materials from critical and aesthetical perspectives, you will develop skills 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 written contexts.

### **YEAR THREE 120 credits**

You will study one core module worth 40 credits, two core modules each worth 20 credits, plus two optional professional development modules worth 20 credits each (see above).

#### **Composition & Creativity III**

Core module

40 credits

Assessment: Two portfolios (40%, 60%)

By this stage the compositional and technical creative work is increasingly focused on practical, real-world opportunities, collaborations and performance projects. You will be expected to conduct yourself with professionalism, setting your sights high, and showing the ability to deploy a wide range of skills and techniques in the application of your work.

### **Collaboration & Performance III**

Core module

20 credits

Assessment: Assessed rehearsal & performance (70%, 30%)

You will develop the necessary skills to imagine new and exciting project starting points, deploy appropriate technical and creative tools, and to bring the finished work to a state of readiness for confident, coherent public presentation.

### **Teaching Skills**

Core module

20 credits

Assessment: Practical assessment (60%) and portfolio (40%)

You will learn about the theory of learning and develop a broad range of skills for teaching, such as selecting teaching material, structuring lessons, communication skills and the teacher/pupil relationship. Practical teaching experience such as 1:1 teaching and outreach work are embedded into the module.

## **YEAR FOUR            120 credits**

You will select a pathway incorporating a balance of performance and professional development modules. Performance can account for two thirds of your assessment in this year. The balance will be made up of professional placements, embedded practical work experience, a portfolio of supporting works, including audio designs and installations, and an impressive array of public-facing websites, blogs, releases, publications and real-time events.

### **PERFORMANCE OPTIONS:**

#### **The Solo Recitalist**

20 credits or 40 credits

Assessment: One extended performance (100%) or two shorter performances (100%)

1:1 lessons focus on the development of a fully-formed instrumental technique and stylistic individuality. Performance classes and department projects encourage imaginative programming and develop presentation and communication skills to a high level.

#### **The Ensemble Performer**

20 credits            Assessment: One performances (100%)  
or 40 credits        Assessment: Two performances (100%)

1:1 lessons focus on the development of a fully-formed instrumental technique and stylistic individuality. Ensemble classes, coached rehearsals and department projects encourage collaborative programming and performance, and demand a high level of communication and interaction. Projects may include other art forms such as dance and animation.

#### **Performing Contemporary Music**

20 credits            Assessment: One performances (100%)  
or 40 credits        Assessment: Two performances (100%)

1:1 lessons offered by a team of tutors focus on the development of a fully-formed instrumental technique, stylistic individuality and a knowledge of contemporary repertoire, techniques and processes. Ensemble classes, coached rehearsals and department projects (including outreach and touring) encourage collaborative programming and performance, and demand a high level of communication and interaction. Projects may include other art forms such as dance and animation.

#### **The Lecture-Recitalist**

20 credits or 40 credits

Assessment: Lecture-Recital (60%) and reflective account of performance (40%)

You will be guided in your choice of topic and related repertoire, after which you will work independently in devising your presentation, which should use appropriate technological support. A final rehearsal will be scheduled, after which feedback will be available from a member of the module team. The presentation itself will be video recorded, so you can critique the effectiveness of your work.

## **PROFESSIONAL DEVELOPMENT OPTIONS:**

### **Vocational Project**

20 credits or 40 credits

Assessment: Presentation (60%) and written assignment (40%)

Following a meeting with the module leader and tutor(s), each student will be assigned to a work placement. Students will then be proactive in negotiating with the placement provider and ensuring a smooth interface between the placement schedule and other college commitments. The precise nature of the placement, its requirements, assessment procedures and specific learning outcomes will be established in advance. The length of the placement and its requirements will also vary according to the designated credit weighting. Typically a 40-credit involves ten full working days (or equivalent). The placement will normally take place within a single term and will be monitored by a designated Placement Tutor.

### **Research Project**

20 credits      Assessment: Extended Essay (100%)

or 40 credits      Assessment: Dissertation (100%)

This dissertation module provides an opportunity to examine more intensively a subject previously addressed or suggested within the programme, or to apply skills, knowledge and approaches developed to a less familiar area. This is a self-directed piece of work but support will be provided through seminars and tutorial assistance.

### **Portfolio of Compositions**

20 or 40 credits

Assessment: Portfolio (80%) and written critique (20%)

On this module, you will further develop your composition skills and produce a portfolio of original works with accompanying recordings. Typically, the portfolio will comprise of works ranging in size and for diverse forces. You will also produce a written critique of your creative processes and outcomes.

### **Portfolio of Arrangements**

20 credits or 40 credits

Assessment: Portfolio (80%) and written critique (20%)

This module gives you an opportunity to develop your skills in arranging and produce a portfolio of original works with accompanying recordings. Typically, the portfolio will comprise work ranging in size and for diverse forces. You will also produce a written critique of your creative processes and outcomes.

### **Performing on Period Instrument**

20 credits

Assessment: One extended performance (100%) or two shorter performances (100%)

1:1 lessons focus on the development of a fully-formed instrumental technique and stylistic individuality. Performance classes and department projects encourage imaginative programming and develop presentation and communication skills to a high level.