

Apply Through: UCAS Conservatoires  
Institution Code: R59  
Course Code: 300F  
Application Fee: £24  
Audition Fee (one instrument): £63  
Applications Open for Entry 2019: July 2018  
Applications Close for Entry 2019: 1 October 2018

This course overview provides a detailed summary of the BMus (Hons) programme as offered to principal study composers from September 2019. The composition training includes opportunities to develop skills in composing with technology alongside acoustic composition, with a range of links and choices allowing for increasing specialisation through the years.

Please note that the information below 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	Composition Option	Composition or Professional Development Option		Composition 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	Outreach Skills	Harmony & Aural II	Musical Contexts II
Year 1	Composition & Creativity I	Collaboration & Performance I	Compositional Techniques	Harmony & Aural I	Musical Contexts I

#### YEAR ONE 120 credits

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

#### Composition & Creativity I Core Module 40 Credits

The module aims to develop an advanced, critical awareness of compositional choices and creative processes, to develop advanced competencies which support and develop creative ideas and to develop an advanced knowledge and analytical understanding of contemporary idioms and aesthetics. Developments in composition technique, creativity and style will be supported through principal study lessons and classes, supported by technical studies in orchestration, aural and analysis. Through these a broad repertoire and a complex matrix of approaches to its interpretation and realisation will be encountered. The process of informing personal compositional style will be guided through 1:1 lessons and associated group plenaries. The production of two themed portfolios will include compositions for small ensemble and for chamber orchestra.

## Collaboration & Performance I

### Core Module 20 Credits

This module will support the development of collaborative working practices for creative musicians 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 short series of classes given during the Autumn Term (Collaboration, Creativity and Improvisation), following by ongoing support through performance classes in the Spring Term. Performances will be scheduled during the Summer term and will typically be assessed by the Head of Department and a small team of tutors. A reflective journal covering the creative process and performance outcome will also be submitted within a week of the performance.

## Compositional Techniques

### Core Module 20 Credits

This module runs throughout the academic year and consists of classes in two principal areas: Studio techniques and training in the principles of instrumentation & orchestration. Students will explore a number of set works from the Twentieth Century written for intimate forces and which demonstrate effective contrapuntal writing for mixed ensemble, inventive development, manipulation of basic motifs and clear awareness of structure and form. Students will then write their own chamber composition which might explore some of the techniques studied in the set works. Sessions in score and part presentation will enable students to produce professional scores and parts to give to players ahead of a recording session of their chamber piece. Using their original material, students will also undertake study in core skills and techniques for effective work within a recording studio.

## Harmony & Aural I

### Core Module 20 Credits

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.

## Musical Contexts I

### Core Module 20 Credits

This module seeks both to develop an awareness of the diversity inherent within musicological enquiry, and to provide students with the necessary skills to pursue the study of musical works in an informed manner. The course is taught through two approaches; Lectures and Seminars. Lectures will focus on key developments in the history of music over a period of approximately two centuries starting from the early 1600s. Seminars will consider more specific ways in which music may be studied, analysed and written about. Throughout, students will be encouraged to engage in further reading and listening, and wherever possible make connections across their College experience.

## YEAR TWO 120 Credits

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

## Composition & Creativity II

### Core Module 40 Credits

Further developments in composition technique, creativity and style will be supported through principal study lessons and classes. Supported by technical studies in orchestration, aural and analysis. Through these students will 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. The production of two themed portfolios will include compositions for small ensemble and for chamber orchestra.

## Collaboration & Performance II

### Core Module 20 Credits

This module will support the advanced development of collaborative working practices for creative musicians 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

short series of classes given during the Autumn Term (Collaboration, Creativity and Improvisation), following by ongoing support through performance classes in the Spring Term. Performances (typically in the form of assessed rehearsals) will normally be scheduled during the Spring or Summer term and will usually be assessed by the Head of Department and another member of staff. Students will be supported in the preparation of a presentation (normally delivered during the Summer term) during which they give an account of their creative development, supported by a reflective journal.

### Outreach Skills

#### Core Module 20 Credits

This module will provide vocational training in a range of skills implicit within outreach work. Workshops and lectures will focus on gaining core knowledge and skills needed to devise and develop a creative project for a primary school setting; incorporating the selection of appropriate material, behavioural management, guidance in presentation and communication and regulatory frameworks. Under tutor supervision, departmental groups will formulate and deliver their own original outreach work in local Primary Schools. This is supported by a piece of reflective written work.

### Harmony & Aural II

#### Core Module 20 Credits

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

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

## YEAR THREE 120 credits

Students 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.

### Composition & Creativity III

#### Core Module 40 Credits

Further developments in composition technique, creativity and style will be supported through principal study lessons and classes and also by technical studies in orchestration, aural and analysis. Through these, students will encounter a broad repertoire and a complex matrix of approaches to its interpretation and realisation. The process of informing personal compositional style will be guided through 1:1 lessons and associated group plenaries. The production of two themed portfolios will include compositions for image and for symphony orchestra.

### Collaboration & Performance III

#### Core Module 20 Credits

This module will support the advanced development of collaborative working practices for creative musicians together with a more broadly-based skills training to facilitate the realisation, production and public presentation of new work. Performances, typically in the form of assessed rehearsals, will normally be assessed by the Head of Department and another member of staff. Students will be supported in the preparation of a presentation during which they give an account of their creative development, supported by a reflective journal.

### Teaching Skills

#### Core Module 20 Credits

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.

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

### Alexander Technique

#### Level 5

The module combines lectures designed to provide a general theoretical background to the practice of the Alexander Technique with practical workshops in applications of the technique. At the end of the course, you should be able to articulate the origins and general principles of the technique and to understand its relevance to musicianship.

### Biology for Musicians

#### Level 5

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. Teaching methods include lectures illustrated by animations, video clips and soundfiles, plus practical sessions on techniques for analysing breathing. Content is often specific to voice and wind instruments.

### Psychology of Performance

#### Level 6

This module seeks to provide understanding and insight into the physical, mental and emotional aspects of performance preparation and delivery. A series of lectures and seminars to include focus on issues of music psychology including neuroscience, sports science, performance anxiety and mental skills training techniques, allowing you to examine the preparation and performance process in detail.

### Concert Planning

#### Level 5

A series of classes to discuss the issues involved in presenting your own concert, including: dealing with the task of setting up the concert; deciding on the programme; developing a marketing strategy and providing publicity material; and dealing with front of house issues. Followed by practical participation in the management of a college-based festival or major performance event.

### Music for Theatre

#### Level 5

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 works and take the form of rehearsed readings.

### Sound Recording

#### Level 5

This module comprises theoretical and practical sessions, focusing on recording a wide variety of recording-related material in a range of settings. Subjects covered will include mastering, post-production, editing and surround sound recording.

### Workshop Leadership

#### Level 6

Throughout preparatory sessions you will be given practical support in devising, promoting and leading music workshops. Training sessions will also consider legal and regulatory frameworks, but focus principally on the selection, development and appraisal of workshop material appropriate to selected settings. During practical experiences, you will lead your own workshops in a variety of community outreach settings, allowing for the development of a reflective approach to your work.

### Arts Management

#### Level 6

Workshops and presentations will focus on key areas of concern, 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 also receive a range of practical training opportunities relating to the professional skills set of Arts Managers centered on a significant public

event at RWCMD.

### Music in Words

#### Level 6

You will be provided with an overview of writing styles for different purposes and strategies for undertaking selected writing tasks, such as programme notes and concert reviews. Through focusing on diverse written materials (from critical and aesthetical perspectives), you will develop skills to articulate your musical ideas and opinions with clarity and concision and you will be able to respond to a range of sources using appropriate language to articulate musicological and performance-related issues within a range of written contexts.

### Production for Radio

#### Level 6

This module will include an introduction to creative and technical aspects of programme making for radio broadcast. You will gain practical experience in scripting, recording and producing, culminating in their own finished programme and a critical reflection on the process and outcome.

### International Exchange

#### Level 5

You undertake a period of exchange, usually the equivalent of one term, to a partner institution. You will need to audition for this opportunity via demo recordings - selection is not guaranteed. The audition takes place in the academic year before the exchange, and is subject to approval from a range of members of staff. A learning agreement for a suitable study plan is put in place between the RWCMD and the host institution. The written assignment for this takes the form of a presentation and a written guide for students considering exchanges to that particular institution.

### Basic Conducting Skills

#### Level 5

Classes will focus on three elements of a conductor's craft: technical skills, the relationship with the musicians (rehearsal technique) and the understanding of the musical score (interpretation and style). As the course progresses, these elements will be combined as students work with piano and small ensembles, learning to rehearse and conduct selected instrumental or vocal works. The project will also include some discussion of the various roles of the conductor and how these may change over time and in a range of different practical situations.

## 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 composition and 40 credits of professional development

Mode 2: 60 credits of composition and 60 credits of professional development

Mode 3: 40 credits of composition and 80 credits of professional development

### COMPOSITION MODULES:

#### Final Composition Portfolio

##### 40 Credits

To support composers in the development of their creative voice, underpinned by an ability to locate compositional decisions and philosophies within a contemporary vocational environment.

#### Special Composition Project

##### 40 Credits

To provide a framework within which students can devise, develop, present, document and archive a major piece of collaborative work in accordance with the normal expectations of professional practice.

#### Mid-year Composition Portfolio

##### 20 Credits

To support composers in the development of their creative voice and personality, underpinned by an ability to locate compositional decisions, philosophies and visions within the context of a contemporary vocational environment.

## Collaboration and Performance IV

### 20 Credits

To provide a framework within which students can devise, develop, present, document and archive a small-scale piece of collaborative work in accordance with the normal expectations of professional practice.

## PROFESSIONAL DEVELOPMENT MODULES:

### Lecture Recital

#### 40 Credits

You will be guided in your choice of topic and related repertoire, after which you will work independently in devising your presentation. A final rehearsal will be scheduled, after which feedback will be available from a member of the module team. Following the presentation, you will be required to provide a critique of the effectiveness of your work.

### Research Project

#### 40 Credits

The research project provides you with an opportunity to examine more intensively a subject previously addressed or suggested within the course, or to apply skills, knowledge and approaches developed to a less familiar area. Self-directed study, will be supported by supervisions and research training seminars will allow you to refine and extend both research and writing skills.

### Major Vocational Project

#### 40 Credits

This can involve ten full working days (or equivalent). The project will normally take place within a single term and will be monitored by a designated College Tutor. Following an initial negotiation with the Module Leader and tutor(s), you will be required to devise and develop a vocational project. Once approved, you will be proactive in negotiating with the provider and ensuring a smooth interface between the project schedule and other College commitments. The precise nature of the project, its requirements, assessment procedures and specific learning outcomes will be established on an individual case basis in advance.

### Major Applied Teaching Skills

#### 40 Credits

Following an initial negotiation with the Module Leader and Tutor(s), you will be required to devise and develop a vocational project in an area of music teaching. Once approved, you will be proactive in negotiating with the provider and ensuring a smooth interface between the project schedule and other College commitments. The precise nature of the project, its requirements, assessment procedures and specific learning outcomes will be established on an individual case basis in advance. This can involve ten full working days (or equivalent). The project will normally take place within a single term and will be monitored by a designated College Tutor. In support of the project, you will be able to participate in bespoke seminars and workshops covering key areas of teaching practice.

### Major Outreach Skills

#### 40 Credits

Following an initial negotiation with the Module Leader and Tutor(s), you will be required to devise and develop a vocational project in an area of creative outreach practice. Once approved, you will be proactive in negotiating with the provider and ensuring a smooth interface between the project schedule and other College commitments. The precise nature of the project, its requirements, assessment procedures and specific learning outcomes will be established on an individual case basis in advance. This can involve ten full working days (or equivalent). The project will normally take place within a single term and will be monitored by a designated College Tutor. In support of the project, you will be able to participate in bespoke seminars and workshops covering key areas of outreach practice.

### Major Project Management

#### 40 Credits

After discussing with the Module Leader and Tutor(s), you will be required to devise and develop a vocational project in an area of project management (typically, arts management, concert management or arts venues management). Once approved, you will be proactive in negotiating with

the provider and ensuring a smooth interface between the project schedule and other College commitments. The precise nature of the project, its requirements, assessment procedures and specific learning outcomes will be established on an individual case basis in advance. This can involve ten full working days (or equivalent). The project will normally take place within a single term and will be monitored by a designated College Tutor. In support of the project, you will be able to participate in bespoke seminars and workshops covering key areas of project management practice, current regulatory frameworks and best practice in aspects of planning and delivery.

### Pre-Performance Talk

#### 20 Credits

You will be guided in your choice of topic and related repertoire, following this you will work independently on devising the presentation. A final rehearsal will be scheduled following which feedback will be available from a member of the module team. The talk will normally precede a public performance event at the College. Following the talk, you will be required to provide a critique of the effectiveness of your work.

### Portfolio of Arrangements

#### 20 Credits

This module gives you an opportunity to further develop your skills in arranging, and produce a portfolio of original works with accompanying recordings. Typically, the portfolio will consist of one major work and two smaller arrangements. You will also be guided in the production of a written critique focusing on an evaluation of your creative processes and outcomes.

### Extended Essay

#### 20 Credits

The extended essay gives you the 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. Self-directed study, will be supported by supervisions and research training seminars and will allow you to refine and extend both research and writing skills.

### Vocational Project

#### 20 Credits

Typically a placement involves five full working days (or equivalent) and will take place within a single term and monitored by a designated College Tutor. You will be proactive in negotiating with the 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 on an individual case basis in advance.

### Applied Teaching Skills

#### 20 Credits

Following an initial negotiation with the Module Leader and Tutor(s), you will be required to devise and develop a vocational project in an area of music teaching. Once approved, students will be proactive in negotiating with the provider and ensuring a smooth interface between the project schedule and other College commitments. The precise nature of the project, its requirements, assessment procedures and specific learning outcomes will be established on an individual case basis in advance. This can involve five full working days (or equivalent). The project will normally take place within a single term and will be monitored by a designated College Tutor. In support of the project, you will be able to participate in bespoke seminars and workshops covering key areas of teaching practice.

### Applied Outreach Skills

#### 20 Credits

Following an initial negotiation with the Module Leader and Tutor(s), each student will be required to devise and develop a vocational project in an area of creative outreach practice. Once approved, students will be proactive in negotiating with the provider and ensuring a smooth interface between the project schedule and other College commitments. The precise nature of the project, its requirements, assessment procedures and specific learning outcomes will be established on an individual case basis in advance. This usually involves five full working (or equivalent). The project will normally take place within a single term and will be monitored by a designated College Tutor. In support of the project, you will be able to participate in bespoke seminars and workshops covering key areas of outreach practice.

## Applied Project Management

### 20 Credits

After discussing with the Module Leader and Tutor(s), you will be required to devise and develop a vocational project in an area of project management (typically, arts management, concert management or arts venues management). Once approved, you will be proactive in negotiating with the provider and ensuring a smooth interface between the project schedule and other College commitments. The precise nature of the project, its requirements, assessment procedures and specific learning outcomes will be established on an individual case basis in advance. This can involve five full working days (or equivalent). The project will normally take place within a single term and will be monitored by a designated College Tutor. In support of the project, you will be able to participate in bespoke seminars and workshops covering key areas of project management practice, current regulatory frameworks and best practice in aspects of planning and delivery.

## Erasmus +

Studying Abroad: exciting opportunities to broaden your horizon

The College participates actively in the Erasmus + framework for student and staff mobility, with partnerships with over 30 European institutions. The College believes this is an exceptional opportunity for students to develop their musical and personal skills in a new environment, allowing for focused periods of study with particular principal study teachers, and enabling students to incorporate new styles and approaches into their learning. It is possible for students to undertake an exchange of at least 3 months as part of their BMus (in Year 3 or 4) or MMus course (in Year 2), receiving full academic credit for the experience.

Despite uncertainty generated by Brexit, the College remains committed to staying part of the student and staff exchange mechanism. To support this aim, the College is a member of the Association of European Conservatoires, whose website contains useful information about the

Erasmus scheme:

<https://www.aec-music.eu/services/students/faqs/erasmus>

In order to go on an Erasmus exchange, College students need to make an application in the year before they want to go (application completed by 1<sup>st</sup> March). The application process includes submission of video recordings and an application form to the potential host institution, with which the College should already have a partnership (you can apply to up to 3 places), and it is up to that institution to decide if it is able to offer the student a place for the following academic year.

All students applying for the exchange experience must be recommended by their Head of Department, principal study teacher and Course Leader. Level of achievement and engagement with the course will be taken into account as part of the selection process. Detailed information about Erasmus can be found on the College's VLE, after registration.

The College has also recently joined the European Opera Academy, which offers a network of vocal/operatic opportunities for focused projects and period of study. These can also be supported by Erasmus student mobility grants. More information on the opportunities available in this network can be found here: <http://www.europeanopera.academy/>

The list of partner institutions is updated on a regular basis. Our current partners, for 18/19, are:

Country	City	Institution
Norway	Oslo	Norwegian Academy of Music
	Bergen	Grieg Academy
Finland	Helsinki	Sibelius Academy / University of the Arts
Denmark	Copenhagen	Royal Danish Academy of Music
Estonia	Tallinn	Estonian Academy of Music
Lithuania	Vilnius	Lithuanian Academy of Music and Theatre
Latvia	Riga	Latvian Academy of Music
Poland	Lodz	University of Music
	Krakow	Music Academy
Czech Republic	Brno	Janacek Academy of Music and Theatre
Hungary	Budapest	Liszt Ferenc Academy of Music
Netherlands	Utrecht	Music Department, University of the Arts
	Amsterdam	Conservatorium van Amsterdam
	Maastricht	Conservatorium Maastricht
Belgium	Brussels	Royal Flemish Conservatory
	Antwerp	Royal Conservatoire of Antwerp
Germany	Leipzig	Hochschule fur Musik und Theater "Mendelssohn-Bartholdy"
	Trossingen	Hochschule fur Musik
	Karlsruhe	Hochschule fur Musik
	Hannover	Hochschule fur Musik und Theater
Switzerland	Weimar	Hochschule fur Musik
	Zurich	Hochschule fur Musik
	Bern	Hochschule fur Musik
	Geneva	Conservatoire de Geneve
Portugal	Porto	Escola Superior de Musica e das Artes Spectaculares
Spain	Madrid	Real Conservatorio Superior de Musica de Madrid
	Barcelona	Escola Superior de Musica de Catalunya
	Barcelona	Conservatori del Liceu

	Gran Canaria / Tenerife	Conservatorio Superior de Musica de Canarias
Italy	Turin	Conservatorio "G Verdi"
	Verona	Conservatorio di Verona
	Florence	Conservatorio di Musica "Luigi Cherubini"
Austria	Graz	University of Music and Performing Arts Graz
	Vienna	University of Music and Performing Arts Vienna

### Information for Incoming Erasmus students

Please note that, at present, incoming applications can only be submitted by Music students at partner institutions, not from any other discipline.

The College welcomes applications from music students of partner conservatoires (link to list) to undertake a period of study with us (mostly one term, although occasionally a complete year can be agreed). Places are granted through competitive recorded auditions, and you are required to submit the following materials via email to [admissions@rwcmd.ac.uk](mailto:admissions@rwcmd.ac.uk) by March 31<sup>st</sup> of the academic year before you wish to study at the College:

- Completed AEC application form including proposed Learning Agreement
- Letter/email of support from your own institution
- Video recording of 10-15 minutes of music (URL for links via YouTube or similar platform) / composition portfolio containing 3 contrasting works (scores and recording shared via Dropbox or similar file-sharing mechanism)

The College will endeavour to send you a response to your application by the middle of May. We make decisions based on our capacity to offer you a quality experience. Please note that we do not accept exchange applications on to the MA in Advanced Opera Performance (except through the European Opera Academy network), any PG Conducting pathway or the MA in Arts Management. The main element of your exchange is your principal study, and this will form the core part of your studies. However, depending on your specialism, you will be able to get involved in chamber music, larger ensemble work, career development seminars, academic modules, performance opportunities, etc. We work carefully with each incoming student to ensure that study and assessment needs are met. Please note that each ECTS is worth 2 UK Credits.