

University of the West of Scotland

Module Descriptor

Session: 2425

Title of Module: Live Performance			
Code: MUSC07009	SCQF Level: 7Choose an item. (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Lauren Gilmour		
Summary of Module			
<p>To introduce all students to the experience of live music performance each student is placed in a mixed ability/ instrument performance unit (instrumentalists, technologists, sociologists, etc..) and involved in writing, arranging and performing a piece of original material. Lectures include safe practice, stage person a, songwriting stimuli, dynamics and each performance unit must co-ordinate to write / arrange, select an image, and perform a body of original material. At the end of the performance task students are required to submit a critical report.</p> <p>This core module has additional hours attached as an introduction to personal development planning.</p> <ul style="list-style-type: none"> • Ability to create and construct musical ideas in collaboration with group members • Demonstrate appropriate and effective performance strategies • Ability to identify team members' performance abilities and designate roles in a performance environment. • Ability to organise an effective rehearsal routine. • The ability to recognise and identify personal barriers to songwriting and performance and design strategies to overcome these. 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Analyse/identify team members performance abilities & designate roles in a performance environment, plan and implement appropriate and effective performance strategies
L2	Self-reflect and self-analyse weaknesses/strengths/barriers to their own personal musicianship.
L3	Demonstrate musical/performance ideas to create/construct a musical performance of self-composed material.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 7 A broad knowledge of the key issues in live music performance.
Practice: Applied Knowledge and Understanding	SCQF Level 7 Use some of the basic and routine professional skills, techniques, practices and/or materials associated with forming a musical, collective, developing music and performing in public. Practice these in both routine and non-routine contexts
Generic Cognitive skills	SCQF Level 7 Present and evaluate collaborative music practice. Address defined music briefs using a range of performance approaches Use a range of approaches to address defined and/or routine problems and issues within familiar contexts

Communication, ICT and Numeracy Skills	SCQF Level 7 Use a range of forms of communication effectively in both familiar and new contexts, from the rehearsal / development process to the live performance itself.	
Autonomy, Accountability and Working with others	SCQF Level 7 Exercise some initiative and independence in carrying out defined activities at a professional performance level. Take supervision in less familiar areas of work, respond to musical criticism, studio / rehearsal routining. Take some managerial responsibility for the work of others within a defined and supervised musical group structure. Take account of own and others' roles and responsibilities in carrying out and evaluating tasks, working creatively within a group structure to produce a coherent musical statement. Work with others in support of current professional practice under guidance	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Independent Study	164
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Davis, S. (1992) Songwriters Idea Book, London: Omnibus

Luboff, P. (1992) Songwriting Wrongs And How To Right Them, Ohio: Writer's Digest

www.bandlab.comThis is essential software to allow collaborative work during Covid restrictions

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Arts and Media
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Arts and Media
Moderator	Rebecca Wallace
External Examiner	B Challis
Accreditation Details	JAMES
Changes/Version Number	2.07

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 –

Reflective essay – 1200 words (40% of overall module mark). This allows students to reflect on some of their weaknesses and strengths, address performance and songwriting anxieties and research ways in which other musicians have addressed these barriers.

Assessment 2 –

Live Performance (60% of mark) Throughout rehearsals and workshops students will have each created a piece of music and lyrics in collaboration with group members. This will then be performed in front of a live audience or online video equivalent subject to restrictions. The mark is a combination of the quality of the group performance as a whole there will be a personal mark for engagement in the performance, communication of musical ideas to other group members, quality of the song and level of engagement with the whole process from rehearsal to performance

Assessment 3 – Free Text

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
		X	X			40	15

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	X		X			60	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	15 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)