University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Popular Music Techniques 1			
Code: MUSC08018	**SCQF Level: 8 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business & Creative Industries		
Module Co-ordinator:	Rebecca Wallace		

Summary of Module

This module aims to provide students with an opportunity to gain deeper experience and demonstrate learning in instrumental, arranging and performance techniques within the context of the historical development of popular music and instrument technology. Students will develop new arrangements of songs from the popular music canon related to the popular music history timeline and the related development of instrument technique and genre. Students will work towards a performance of two songs, one a 'classic' interpretation, the other a 'reinvention'. Finally students will reflect on pop genre technique and their own musical development in a short written commentary

Solo musicianship

Historical development of instruments and genre

Adaptation and rearrangement of popular music classics

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☐	☐	☐	☐
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:
☐	☐	☐	☐	☐	☐	TNE Only

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

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	Demonstrate a discerning understanding of a defined range of popular music performance techniques
L2	Apply knowledge, skills and understanding in using a range of performance techniques and practices associated with popular music genre, some of which are complex
L3	Critically evaluate personal development within the context of the disciplines of popular music performance
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 **8** Students will be able to demonstrate a broad and in some instances detailed knowledge of the scope, defining features, and main areas of popular music arrangement, musicianship and performance. This will include an understanding of a range of key concepts related to pop music history.
Practice: Applied Knowledge and Understanding	SCQF Level **8** Students will use a range of routine skills, techniques and practices associated with popular music arrangement, musicianship and performance, a few of which are complex.
Generic Cognitive skills	SCQF Level **8**

	Students will undertake critical analysis of popular music techniques through practice (musicianship) and reporting (video diary), evaluating key concepts within common understandings of the discipline.
Communication, ICT and Numeracy Skills	SCQF Level **8** Students will convey complex musical ideas to an audience through performance of rehearsed material. This will also demonstrate specialized technical skills of musicianship related to use of instruments and related technologies.
Autonomy, Accountability and Working with others	SCQF Level **8** Students will take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks through a collaborative rehearsal process. Students will have the opportunity to demonstrate autonomy and initiative within the collaborative process

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. **The delivery of the module will consist of lectures, tutorials and a series of intensive individual and group rehearsals / workshops where student material will be developed with guidance from lecturers. Students will be expected to rehearse in the same groups, or into own class, independently and regularly.**	
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)
Tutorial/Synchronous Support Activity	30
Lecture/Core Content Delivery	6

Asynchronous Class Activity	120
Independent Study	44
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:

Bennett, A., Shank, B. and Toynbee, J. (eds.) (2006) The Popular Music Studies Reader, London and New York: Routledge

Brackett, D. (ed.) (2005) The Pop, Rock and Soul Reader. Oxford: Oxford University Press

Cateforis, T. (ed.) (2007) The Rock History Reader. London and New York: Routledge

Inglis, I. (2013) Performance and Popular Music: History, Place and Time. London: Ashgate

(**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:

Attendance as outlined above

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 & Media
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Arts & Media
Moderator	Antonio Boezio
External Examiner	J Crossley
Accreditation Details	JAMES
Changes/Version Number	1.07

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 (70%) PERFORMANCE (70%) Performance of two songs of around 3 1/2 minutes length
Assessment 2 (30%) Essay

(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
Performance	x	x				70	24

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
Essay	x		x			30	12

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%	36

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)