University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Advanced Songwriting and Performance			
Code: MUSC09019	**SCQF Level: 9** Choose an item. **(Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business and Creative Industries		
Module Co-ordinator:	Lauren Gilmour / Rebecca Wallace		

Summary of Module
Advanced Songwriting and Performance is modeled on a range of professional songwriting practices, providing the student with an opportunity to explore and expand creative skills with a focus towards working as a professional writer / performer. The module is in two parts; first an intensive collaborative songwriting workshop that culminates in a live performance then a solo assignment in response to a set brief. In the course of the intensive songwriting week students will apply techniques demonstrated in areas of collaborative practice, melody writing, harmonic arrangement, and lyrical structure, moving towards the performance of newco-written songs in a performance event. Students will experience creative negotiation / positive compromise, working within tight professional deadlines to deliver finished work. They will also engage critically in extended feedback sessions. The solo songwriting brief will challenge students to reflect on techniques explored during the workshop and apply those to a new song along with a 300-word artist statement.
Key Content: - Collaborative songwriting   - Time-limited working (professionalism)   - Building collaborative performances   - Writing to briefs   - Critical reflection

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:
☐	☒	☐	☐	☐	☐	Add name

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 awareness of own and others' roles and responsibilities in the creation of collaborative musical works within professional time constraints.
L2	Use a range of the principal professional techniques and practices associated with the discipline of songwriting, a few of which are specialised
L3	Critically analyse the development of song material from stimulus to completion, evaluating personal strengths and areas for creative development.
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 **9** An understanding of: The principles of melodic and harmonic creation, development and arrangement; the synthesis of language into poetic, lyricalexpression and the working practices of the professional songwriter / performer.The ability to: Develop materials into well-formed and coherent musicalstatements, develop performance strategies and critically analyse the process with reference to the market.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Use demonstrated principles of song creation, bringing those techniques and practices to bear on the creation of new song material. Demonstrate depth of research, analysing classic examples of songwriting and bringing that research to bear on personally produced material. The ability to practice in professional contexts, including creative collaboration, teamwork, conflict resolution and, in performance, to react positively to the challenges presented by an audience.

Generic Cognitive skills	SCQF Level **9**
	Compare and evaluate sources in carrying out research for writing songs. Operate within professional time limits to deliver creative work.
Communication, ICT and Numeracy Skills	SCQF Level **9**
	Use a range of recording equipment, including computer based DAW to support and enhance the production of professional standard work. Present finished work in a live performance context suitable to a music audience.
Autonomy, Accountability and Working with others	SCQF Level **9**
	Work in flexible, creative and independent ways, showing self-discipline, self-direction and self-reflection. Work effectively as part of a creative team, taking into account shared responsibility. Demonstrate creative autonomy, developing work independently at a professional level. Work under guidance with industry professionals.

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 take place in one immersive workshop usually over the period of a week. Activities will include collaborative songwriting, master classes, critique sessions and rehearsals. Students will be expected to develop assessment material throughout the course of the module, utilising the studio spaces available on campus. A wide range of texts in the fields of songwriting, music production, studio technology and performance will be incorporated in the module. Study will also be supported by material on the Aula site. Advanced Songwriting & Performance is modelled on a professional practice workshop and students areas assessed day-to-day, therefore attendance is mandatory. However, in exceptional circumstances (e.g. certified illness) students will be offered the chance to make up for loss of marks through non-attendance with an equivalent task.

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	36
Asynchronous Class Activity	44
Independent Study	120
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	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, J (2011) [Online] Collaborative Songwriting – The Ontology Of Negotiated Creativity In Popular Music Studio Practice Available at https://www.arpjournal.com/asarpwp/collaborative-songwriting-%E2%80%93-the-ontology-of-negotiated-creativity-in-popular-music-studio-practice/

Perricone, J. (2018) Great songwriting techniques. Oxford: Oxford University Press.

Pattison, P (2012) Songwriting Without Boundaries. Cincinnati: Writer's Digest

Webb, J (1998) Tunesmith: inside the art of songwriting New York: Hyperion

West, R. (2016) The art of songwriting. New York: Bloomsbury.

Williams, K. & Williams, J. (ed.) (2017) The singer-songwriter handbook. New York: Bloomsbury.

Zollo, P. (2003) Songwriters on songwriting. Cambridge, Mass.: Da Capo.

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:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

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 ☐No ☒
School Assessment Board	Arts and Media
Moderator	Jo Collinson-Scott
External Examiner	J Crossley
Accreditation Details	JAMES
Changes/Version Number	2.08

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 –
Focuses on the collaborative creation of new musical compositions and performances. (60%)

Assessment 2 –
Submission of recorded song accompanied by an artist statement (40%)

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				60	30

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			40	6

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 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)