

# University of the West of Scotland

## Module Descriptor

Session: 2022/23

Last modified: 22/07/2022 10:45:17

Title of Module: Electronic Music

Code: COMP08009	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Robert Goldie		

### Summary of Module

This module develops the student's knowledge and understanding of music software for composition and sound-design in relation to electronic music. Selected software applications will be utilised and discussed in-depth with students creating works that demonstrate a combination of technical, creative and aesthetic understanding.

The module will be presented through lectures, demonstrations, workshops and guided reading/viewing.

- Utilise a digital audio workstation specifically for the creation of music
- Develop a deeper understanding of sound design via synthesis and processing techniques
- Gain knowledge of mixing and production for electronic based music
- Utilise software to aid the composition process
- Assess and explore commercial works in relation to sound design and composition
- This module embeds the key "I am UWS" graduate attributes and in particular: Critical Thinking, digital literacy, knowledgeable, emotionally intelligent and effective communication within the creative and technical realms of the subject area.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			✓		

#### Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

#### Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

#### Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

#### HybridC

Online with mandatory face-to-face learning on Campus

#### HybridO

Online with optional face-to-face learning on Campus

#### Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓						

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2	✓	Term 3	
Learning Outcomes: (maximum of 5 statements)					
<p>On successful completion of this module the student will be able to:</p> <p>L1. L01. Demonstrate and work with a knowledge of the scope, defining features, and main areas of electronic music production.</p> <p>L2. L02. Use a range of professional skills, techniques, and practices associated with creative electronic music composition, a few of which are advanced and complex.</p> <p>L3. L03. Undertake critical analysis and synthesis of ideas and concepts that are within the common understandings of music genre related production styles.</p>					
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. Demonstrate a knowledge of the scope, defining features, and main areas of the subject/discipline/sector.				
Practice: Applied Knowledge and Understanding	SCQF Level 8. Practice a range of professional skills, techniques associated with the music generation and sound design using a range of current software packages and techniques.				
Generic Cognitive skills	SCQF Level 8. Apply creative practices within a technical environment. Use a range of approaches to the construction of musical output. Be aware of style and aesthetic considerations in musical contexts. Interpret and reinforce visual information with audio.				

Pre-requisites:	Before undertaking this module the student should have undertaken the following:
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Communication, ICT and Numeracy Skills	<p>SCQF Level 8.</p> <p>Use music software applications demonstrating a range of routine skills and some advanced skills.</p> <p>Document technical and aesthetic aspects of a self composed track.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Follow a guided programme to assimilate the operating principles and work flow of a range of computer applications.</p> <p>Work individually with supervisory support to create music and audio.</p> <p>Mange computer files into an organised structure appreciating the need to back up.</p>	
	Module Code: COMP07007 COMP07068	Module Title: Computer Music Recording and Production 1
	Other:	
Co-requisites	Module Code:	Module Title:

Programme Board	Computing
Assessment Results (Pass/Fail)	No
Subject Panel	Creative Computing
Moderator	Graeme Truslove

External Examiner	J Paterson
Accreditation Details	This module is accredited by JAMES as part of BSc (Hons) Music Technology.

\* Indicates that module descriptor is not published.

Learning and Teaching	
This module aims foster creative use of current music software applications, there is an emphasis on learning software in detail technically as well as creative application of it's features. Activities will be synchronous and asynchronous; research and practical exercises will be expected to be completed. Materials will be delivered face-to-face and via video.	
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	16
Laboratory/Practical Demonstration/Workshop	20
Independent Study	152
	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: Online access. Proprietary software manuals.  Snowman, R (2019) Dance Music Manual: Tools, Toys, and Techniques. 4th edn. Routledge  DeSantis, D (2019) Making Music: 74 Creative Strategies for Electronic Music Producers  Access to suitable DAW	
(**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)	
Engagement Requirements	
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: <a href="#">Academic engagement procedure</a>  Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Students must complete the assessment milestones laid out in the handbook in respect of the submissions. Students must attend formal lecture sessions and separate tutorial-group sessions.	
Supplemental Information	
Version Number	2.11
Assessment: (also refer to Assessment Outcomes Grids below)	
CW1 - Sound Design (40%). Prior to the final submission, feedback will be given on laboratory work for feedback, guidance and advice.	
CW2 - Composition (60%)	
(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 Handbook.)	

Assessment Outcome Grids (Footnote A.)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	✓	✓	✓	60	12
Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	✓	✓	✓	40	12
Combined Total For All Components				100%	24 hours

Footnotes

- A. Referred to within Assessment Section above
- B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours(extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The University policies on equality and diversity will apply to this module. In order for the student to complete this module the student will be required to view, audition and discuss videos and audio tracks relating to 20th century (western) popular music. There will be the opportunity for students to choose music from other popular music cultures for their analysis exercise. Students will practice critical listening to audio tracks and require the ability to discern and describe audible details. Students will use computer based recording hardware and software. This module is designed to provide equal opportunities for all students irrespective of their age, additional support requirements, gender, sexual orientation, race, colour, nationality, ethnicity, religion, beliefs, or sexual orientation. Students may take differing viewpoints with respect to their cultural, religious or family backgrounds. Reasonable adjustments can be made if related issues arise.

[UWS Equality and Diversity Policy](#)

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