



This information should be used to serve as a guide to prospective students considering an application for admission to Southampton Solent University's degree programs.

Students at the Diploma in Music and Sound design at Kristiania who plan to start at Southampton Solent University in September 2026 or September 2027 will join the third year (Level 6) of the **BA (Hons) Popular Music Performance and Production**.

The level 6 courses of the BA (Hons) Popular Music Performance and Production program are:

- TSM605 Surround Mixing
- TSM606 Music Collaboration
- TSM607 Advanced Music Production
- TSM608 Songwriting Portfolio
- TSM609 Entrepreneurship and Artist Development
- TSM610 Major Project
- TSM613 Experimental Music Performance

Solent University Module Descriptor

Module Code: TSM605

Module title: Surround Mixing

Why is this module important?

As media and entertainment industries push beyond stereo audio, an awareness of the challenges and skills in mixing sound in surround formats will help your understanding and confidence.

What you will learn on the module

You will experience recent and emerging technological developments including 5.1 surround sound and Dolby Atmos. The issues in mixing music and film sound will be examined and you will learn how to achieve effective mixes in these formats. Indicative content includes:

Demystifying surround formats

Key concepts - Immersion and localisation

Calibration and consistency

The point one - Low frequency issues

Separation and denoising

Upmixing and downmixing, comb filtering problems

Introduction to Dolby Atmos mixing

How you will learn

Theories of spatial audio are linked to practical projects in surround mixing environments. You will develop appropriate proficiency in Digital Audio Workstation surround mixing (currently Avid Pro Tools). Lecture content is followed by practical workshops each week, to build your understanding and confidence in surround mixing. You will also get the chance to experience a format beyond 5.1, (currently Dolby Atmos) using our specialist facilities.

How much time the module requires

You are expected to study for 200 hours (which equates to 10 hours per credit. This total learning time is made up of contact time, directed learning tasks, independent learning and assessment activity.

How you will be assessed

Tasks which help you to learn and prepares you for summative tasks (Formative):

Practical workshops each week build skills in understanding the challenges of mixing music and film sound in 5.1

Tasks which count towards your degree (Summative):

Assignment 1 is a presentation of a 5.1 mix of a 3 - 4 minute project of your choosing, followed by a 20 minute *viva-voce* style discussion to consolidate testing of your understanding.

Assignment 2 is a practical mix task including the addition of Spatial Audio elements (currently Dolby Atmos) to your 5.1 mix.

When assessment does not go to plan

Re-assessment of assignment 1 will be a reworked 5.1 mix. Re-assessment of assignment 2 will be a reworked spatial audio mix. Both re-assessment tasks allow you to demonstrate the same learning outcomes as the original assignments.

What you will be able to do after the module

1. Through research and inquiry, demonstrate a breadth of knowledge of the repertoires, debates and technologies in the field of popular music and sound production, including the interrelationships with other creative forms and the work of prominent theorists and practitioners
2. Critically analyse and evaluate information, data and ideas related to music production practices and technologies.
3. Utilise intellectual, diagnostic, analytical and problem-solving skills in a wide variety of theoretical and practical situations, including those in a work or vocational context
4. Independently identify objectives, manage and prioritise workloads, and respond to the demands of the work environment
5. Contribute effectively to team activities, including authentic and outward facing productions and performances, accept responsibility in determining and achieving the outcomes of roles undertaken, including leadership, and critically reflect on those roles

How this relates to the dimensions of Solent's Real-world curriculum framework

Dimensions	How students learn	How students are assessed
Students are challenged to think in critical, creative and applied ways	Students will evaluate multiple approaches to surround sound mixing	5.1 mixing task
Students are inspired to do research through inquiry, curiosity and problem-solving	students are tasked to solve a problem using research evidence and experiments	Conclusions are demonstrated through practical demonstration and viva.
Students experience an intellectually stimulating curriculum which inspires them to learn for life	Students identify and work on authentic problems and examine the ever-changing nature of the discipline	Students link theory to practice by proposing workflows for emerging audio formats
Students learn from authentic, engaging and programmatic assessment	Students see the value of formative tasks and feedback because they are creative, meaningful and engaging	Students undertake assessment which mirrors practice in the discipline

Summative assessment details

AE1	Weighting:	70%
	Assessment type:	Individual surround/5.1 mix and viva
	Aggregation:	Aggregated to AE1
	Length/duration:	3-4 minutes + 20 minutes <i>viva voce</i>
	Online submission:	No
	Grade marking:	Yes
	Anonymous marking:	No

AE1	Weighting:	30%
	Assessment type:	Group spatial audio mix
	Aggregation:	Aggregated to AE2
	Length/duration:	3-4 minutes
	Online submission:	No
	Grade marking:	Yes
	Anonymous marking:	No

Module Author: Toni Diaz

Module Title: Surround Mixing			
Credit Points:	20	Module Code:	TSM605
FHEQ Level:	6	School/Service	SMAT
Module Delivery Model:	CD	Max/Min student numbers	N/A
Module Leader:	Toni Diaz		
HECOS code	100223		

Module change history:

Module Approved/Year Implemented/Code	September 2019	2020/21	TSM605
Module modified/Year Implemented/Code			
Module modified/Year Implemented/Code			
Add extra rows as required			

Solent University Module Descriptor

Module Code: TSM606

Module title: Music Collaboration

Why is this module important?

Many of the most successful practitioners in the music industries have sustained their careers through collaboration. Collaboration is a great way to improve your own skills whilst bringing out the best in others. A prime example is Nile Rogers who has performed on, co-written and produced some of the most successful albums ever made in addition to extensive touring with various live acts.

What you will learn on the module

You will examine how to approach collaborative projects in a manner that suggests professionalism and inspires those around you. Teamwork will be key, you will need to develop your ideas, present a proposal and realise your project in a negotiated group context.

A key emphasis of the module is to give you confidence to approach projects as a team by synthesising and developing knowledge, skills and previous experience. Example projects could include, but are not limited to, recording projects, music networking and dissemination projects, composition or music creation projects, live events, community music projects, hybrid and combined projects.

How you will learn

The module will be delivered via lectures, workshops, tutorials, seminars, small group instrumental or vocal lessons, and rehearsals. Beginning with an examination of successful collaborations in the music industries, lecturers/tutors will guide you in developing ideas for your project. You will learn to present your ideas in a collaborative and professional manner, identify your roles and responsibilities and develop new and existing skills in order to realise your intended outcomes.

As each project will be unique, group tutorial support will be provided.

How much time the module requires

You are expected to study for 200 hours (which equates to 10 hours per credit.) This total learning time is made up of contact time, directed learning tasks, independent learning and assessment activity.

How you will be assessed

Tasks which help you to learn and prepares you for summative tasks (formative)

During lecture and seminar time you will share ideas for your project and gain formative feedback from your lecturers and peers. As your project develops, you will be expected to demonstrate work in progress to your lecturers and peers and take part in self and peer analysis and evaluation.

Tasks which count towards your degree (summative)

- Assignment 1 will take the form of a group presentation of the project proposal. You will have to outline exactly what your group intends to do, individual roles and responsibilities, skills that need to be acquired/developed and a timeline for the project.
- Assignment 2 will take the form of evidence that demonstrates the realisation of your project. This can take many forms including: a live performance, a video of a performance, a music video, music for the moving image, music for gaming, and

audio recording (album or EP). This evidence must be negotiated with you lecturers prior to submission.

When assessment does not go to plan

Referrals will take the form of activities similar to those in the above assessments, produced in response to briefs that test the same stated learning outcomes. Online video or audio submission may be required if lecturer support and performance spaces are not available during the referral period. Assessments involving group performances may require the use of backing tracks if additional performers are not available during referral periods

What you will be able to do after the module

1. Utilise intellectual, diagnostic, analytical and problem-solving skills in a wide variety of theoretical and practical situations, including those in a work or vocational context
2. Collaboratively perform and/or produce music, undertake research, and use a broad range of technical, creative, cognitive, and workplace skills
3. Independently identify objectives, manage and prioritise workloads, and respond to the demands of the work environment
4. Contribute effectively to team activities, including authentic and outward facing productions and performances, accept responsibility in determining and achieving the outcomes of roles undertaken, including leadership, and critically reflect on those roles

How this relates to the dimensions of Solent's Real-world curriculum framework

Dimensions	How students learn	How students are assessed
Students experience an intellectually stimulating curriculum which inspires them to learn for life	You will identify and work on authentic problems	You will link theory and practice to make outward facing artefacts which have relevance within and outside the university
Students reflect and grow inwardly, social and ethically to be able to confront the challenges of the world	You will collaborate and reflect on your own workplace behaviour	You will create a collaborative outcome
Students face outward to the community, industry and the global environment	Students reflect and account for their approach to project work	You will create a collaborative outcome
Students learn from authentic, engaging and programmatic assessment	Team work is an essential skill for many income streams, through collaboration, you will develop professional team work skills	You will create a collaborative outcome

Summative assessment details

AE1	Weighting:	30%
	Assessment type:	Group proposal presentation

	Aggregation:	Aggregated to AE2
	Length/duration:	10 Minutes
	Online submission:	No (but recorded and uploaded to VLE)
	Grade marking:	Yes
	Anonymous marking:	No

AE2	Weighting:	70%
	Assessment type:	Project realisation
	Aggregation:	Aggregated to AE1
	Length/duration:	20 minutes or 2000 words equivalent (negotiated)
	Online submission:	No
	Grade marking:	Yes
	Anonymous marking:	No

Module Author: Patrick Ainsworth

Module Title: Music Collaboration			
Credit Points:	20	Module Code:	TSM606
FHEQ Level:	6	School/Service	SMAT
Module Delivery Model:	Campus delivery	Max/Min student numbers	na
Module Leader:	Patrick Ainsworth		
HECOS code	100070		

Module change history:

Module Approved/Year Implemented/Code	September 2019	2020/21	TSM606
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Solent University Module Descriptor

Module Code: TSM608

Module title: Songwriting Portfolio

Why is this module important?

Songwriting is considered a key element in today's rapidly evolving music industry. The ability to write (or co-write) your own material in order to fully realise your artistic voice is paramount. Many of today's major artists, along with a new wave of young skilled songwriters, are providing material across different genres for both emerging artists in addition to more established solo artists and bands.

This module will help you develop your own musical identity through the execution of a negotiated individual songwriting project. You will also investigate contemporary and traditional practices used to successfully write songs across different genres. This will put you firmly in control of your career as both artist and songwriter.

This module is not genre-restricted and is designed to broaden your musical horizons while enabling you to further develop your songwriting skills. Collaboration is encouraged, though each student will be responsible for his or her individual project.

What you will learn on the module

You will learn how to analyse and evaluate existing songs and the different compositional practices behind these songs in order to inform your own songwriting skills.

You will also learn how to identify compositional traits in various genres and the reasoning behind them in order to develop your skillset. You will apply this learning to the creation of your own songs and reflect upon and evaluate the creative process used and the quality of your compositions.

Indicative content includes:

- Writing and interpreting lyrics
- Use of tempo and rhythm in contemporary popular music
- Understanding the different cultural themes that inform songwriting across different genres
- Musical materials and traditional stylistic practices - harmony, rhythm, arrangement form
- The analysis of new writing methods and arrangement in popular music brought about by different listening platforms, in particular streaming/downloading.
- Interpolation and sampling in modern musical practice (the deliberate re-use of existing non original material)
- Collaborative and individual songwriting processes
- Presentation of compositions using appropriate media
- Evaluation and examination of compositions and reflection on the processes involved
- Recognition of how popular music has adapted to become integral to TV and Film, and learning how to maximise this market.

How you will learn

You will develop and enhance practical skills and theoretical knowledge gained in core performance and production modules. The focus of the module will be in processes and techniques that are required to creatively and successfully engage in songwriting:

- Lecture/seminars will explore the creative and contextual dimensions of song-writing

- Workshops will enable you to further develop skills for sound manipulation and composition that will enhance skills developed in core modules

You will be required to evaluate creative processes and musical outputs through critical and contextual analysis.

How much time the module requires

You are expected to study for 200 hours (which equates to 10 hours per credit). This total learning time is made up of contact time, directed learning tasks, independent learning and assessment activity.

How you will be assessed

Tasks which help you to learn and prepares you for summative tasks (formative):

Assessment for this module is project based and is designed to encourage you, with the support and guidance of the academic team, to explore areas of your own interest.

In lecture, seminar and workshop time, you will have opportunities to discuss your research, analysis, and songwriting skills development with members of your group and the teaching team.

Formative assessment and guidance will be given in the drafting stage of the proposal through tutorial and/or other contact with tutors.

Tasks which count towards your degree (summative):

- Individual Project Proposal - you will produce an initial proposal within broad guidelines set by course tutors. The proposal will provide evidence of an understanding of the possibilities and parameters of songwriting, the potential of particular approaches to demonstrate creative expression, and a contextualisation of the project.
- Project Presentation - the project presentation will enable you to outline and assess your songwriting processes and the success of your final project outcome. The presentation will evidence and appraise the songwriting processes with attention to critical and contextual research, analytical perspectives and professional development. You will submit audio and/or video documentation of the musical outputs.

Assessment marks will be aggregated for the final module mark.

When assessment does not go to plan

Referral will be through the submission of a reconfigured project proposal, presentation and reflective task.

What you will be able to do after the module

1. Through research and inquiry, demonstrate a breadth of knowledge of the repertoires, in the field of songwriting, including the interrelationships with the work of prominent theorists and practitioners
2. Critically analyse and evaluate information and ideas related to songwriting

3. Autonomously and collaboratively create music, undertake research, and use a broad range of technical, creative, cognitive, and workplace skills
4. Communicate effectively using appropriate established and emergent media, styles and forms, including academic referencing
5. Understand the needs of the contemporary music industry in relation to songwriting and where you can best position yourself in this industry.

How this relates to the dimensions of Solent's real-world curriculum framework

Dimensions	How students learn	How students are assessed
Students are challenged to think in critical, creative and applied ways	You will develop songwriting techniques with guidance from professional practitioners	You will submit a project containing original material
Students are inspired to do research through inquiry, curiosity and problem-solving	You will analyse songwriting techniques and use your findings to enhance your songwriting skills	You will submit a project containing original material
Students experience an intellectually stimulating curriculum which inspires them to learn for life	You will explore the creative and contextual dimensions of songwriting and use your findings to enhance your songwriting skills	You will submit a project containing original material
Students learn from authentic, engaging and programmatic assessment	You will assess the development of your songwriting techniques through formative feedback from your lecturers and peers	You will submit a project containing original material

Summative assessment details

AE1	Weighting:	20%
	Assessment type:	Individual Project Proposal
	Aggregation:	Aggregated to AE2
	Length/duration:	750 words
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

AE2	Weighting:	80%
	Assessment type:	Project Presentation
	Aggregation:	Aggregated to AE1
	Length/duration:	10 minutes (plus audio/video documentation of the musical outputs)
	Online submission:	No
	Grade marking:	Yes

	Anonymous marking:	No
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Module Authors: Robert Burke, Paul Statham

Module Title: Songwriting Portfolio			
Credit Points:	20	Module Code:	TSM608
FHEQ Level:	6	School/Service	SMAT
Module Delivery Model:	Campus delivery	Max/Min student numbers	na
Module Leader:	Paul Statham		
HECOS code	100070		

Module change history:

Module Approved/Year Implemented/Code			
Module Approved/Year Implemented/Code	September 2019	2020/21	TSM608

Credit Bearing Module Description**Module Code:** TSM609**Module Title:** Entrepreneurship and Artist Development**Why is this module important?**

As you prepare for life beyond University, it is essential that you continue the alignment of your practical music skills and artistic identity with potential portfolio careers. In order to promote yourself and develop income streams you will need to be fully prepared for high-pressure interviews and/or auditions. In addition, you will need a professional quality show-reel in order to market yourself. Building on skills developed at Levels 4 and 5 you'll be encouraged to take your expertise to the next level.

Pre-requisites:

None

Co-requisites:

None

What will you learn on the module?

You will study and practise prescribed techniques such as music reading or technical exercise skills, professional practice, performance skills and repertoire, or sound production. You will also be encouraged to develop skills of your choice, with tutor guidance, in order to be able to create music in a variety of styles and create your own musical pathways.

In addition, you will learn how to create and present a show-reel that demonstrates your artistic and technical skills.

Indicative content also includes:

- Self-assessment
- Self-promotion
- Skills development
- Investigation of potential income streams
- Artistic development
- Presentation skills

How will you learn?

The module will be delivered via lectures, workshops, or small group instrumental or vocal lessons, and rehearsals. The focus of these sessions will be on instrumental or vocal skills, prescribed repertoire, music and skills of your choice, efficient production, rehearsal and practice methods, audition skills and artistic development.

How much time the module requires

You are expected to study for 10 hours per module credit which equates to 200 notional hours. This total learning time is made up of contact time, directed learning tasks, guided learning, collaborative learning and assessment activity.

How you will be assessed?

Assessment Type*	Title	Weighting	Length/Duration	Must pass	Description
Formative	Set exercises	N/A	N/A	N/A	Formative assessment will be continuous throughout the module. You will receive feedback from your lecturers and peers on a regular basis during lectures, seminars, performances, rehearsals and instrumental/vocal lessons. In addition to formative feedback from your lecturers, it is essential that you develop the skills to give and receive focused, constructive criticism.
Summative	Oral assessment and presentation	50 %	15 Minutes	N/A	Assessment 1 requires you to create and present a show-reel demonstrating your artistic directions and linking these to potential income streams. Online submission: no Anonymous marking: no
Summative	Practical skills assessment	50 %	20 Minutes	N/A	Assessment 2 requires you to perform pieces and technical exercises, and answer questions related to your instrument/voice. You will be allowed backing musicians or backing tracks.
Referral	Oral assessment and presentation	50 %	N/A	N/A	Referrals will take the form of activities similar to those in the above assessments, produced in response to briefs that test the same stated learning outcomes. Presentations referrals may be replaced by essays/reports, as assessors might not be available during the referral period.
Referral	Portfolio	50 %	N/A	N/A	Referrals will take the form of activities similar to those in the above assessments, produced in response to briefs that test the same stated learning outcomes. Presentations

					referrals may be replaced by essays/reports, as assessors might not be available during the referral period.
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**Formative: Tasks which help you to learn and prepares you for summative tasks*

Summative: Tasks which count towards your degree

What you will be able to do after the module:

Outcome Category	Outcome Reference	Outcome
Knowledge and Understanding	K1	Through research and inquiry, demonstrate a breadth of knowledge of the repertoires in the field of popular music performance and production, including the interrelationships with other creative forms and the work of prominent theorists and practitioners
Knowledge and Understanding	K1	Critically analyse and evaluate information, data and ideas related to creative music performance and production practices
Knowledge and Understanding	K3	Utilise evaluative, intellectual, diagnostic, analytical and problem-solving skills in a wide variety of theoretical and practical and situations, including those in a work or vocational context
Real World Skills	R1	Autonomously and collaboratively perform and produce music, undertake research, and use a broad range of technical, creative, cognitive, and workplace skills
Real World Skills	R2	Communicate effectively using appropriate established and emergent media, styles and forms, including academic referencing
Real World Skills	R3	Independently identify objectives, manage and prioritise workloads, and respond to the demands of the work environment

How this relates to the dimensions of Solent's Real-world curriculum framework

Dimensions
Students are challenged to think in critical, creative and applied ways
Students are inspired to do research through inquiry, curiosity and problem-solving
Students experience an intellectually stimulating curriculum which inspires them to learn for life
Students reflect and grow inwardly, socially and ethically to be able to confront the challenges of the world
Students face outward to the community, industry and the global environment

Students learn from authentic, engaging and programmatic assessment

Module Author: Worktribe

Credit Points:	20		
FHEQ Level:	Level 6	Subject Area:	Music
Module Delivery Model:	Campus Delivery	Max/min student numbers	
Module Leader:	Toni Diaz		
Hecos Code:	100070: Music		

Solent University Module Descriptor

Module Code: TSM610

Module title: Major Project

Why is this module important?

The ability to produce a significant project underpinned by deep and meaningful research, presented using the correct academic protocols will provide you with essential *graduate skills* that you will need for future. This project should be interesting, exciting and insightful, and will help you to shape the next stage of your professional or academic life.

What you will learn on the module

You will further develop and enhance a range of research perspectives, practical skills and theoretical knowledge gained across the curriculum. The teaching in the module will focus on developing methodologies that can aid a combination of creative, technical, professional and academic research.

How you will learn

In this module you will undertake a major research project in an area of your choosing. It may take a variety of forms (including a written dissertation, business, or practical project), and is negotiated with support and feedback from module tutors who will discuss and approve project proposals.

Lectures will provide you with the theoretical base of knowledge needed to investigate the individual themes of the module and to help you to develop practical and academic work. Tutorials will provide the opportunity for you to focus on specific individual skills.

Additionally, you will be required to conduct relevant research and consult appropriate authorities and representatives pertinent to your chosen assignment.

How much time the module requires

You are expected to study for 400 hours (which equates to 10 hours per credit). This total learning time is made up of contact time, directed learning tasks, independent learning and assessment activity.

How you will be assessed

Tasks which help you to learn and prepares you for summative tasks (formative):

Regular formative feedback will be provided through individual tutorials that will help you to refine and develop your project and underpinning research skills.

Tasks which count towards your degree (summative):

- Assessment 1 takes the form of a work in progress presentation. This will require you to identify theories, concepts and key practices as appropriate.
- Assessment 2 is the final project submission in a form agreed with the module tutors.

Assessment marks will be aggregated for the final module mark.

When assessment does not go to plan

Re-assessment of AE1 will require a reworked presentation.

Re-assessment of AE2 will require a reworked project portfolio.

Re-assessment task enable you to demonstrate the same learning outcomes as the original assignments.

What you will be able to do after the module

1. Through research and inquiry, demonstrate a breadth of knowledge of the repertoires, debates and technologies in the field of popular music performance and production, including the interrelationships with other creative forms and the work of prominent theorists and practitioners
2. Critically review the creative and/or historical and/or contextual and/or cultural significance of popular music performance and production practice
3. Critically analyse and evaluate information, data and ideas related to creative music performance and production practices
4. Utilise evaluative, intellectual, diagnostic, analytical and problem-solving skills in a wide variety of theoretical and practical and situations, including those in a work or vocational context
5. Communicate effectively using appropriate established and emergent media, styles and forms, including academic referencing
6. Independently identify objectives, manage and prioritise workloads, and respond to the demands of the work environment

How this relates to the dimensions of Solent's real-world curriculum framework

Dimensions	How students learn	How students are assessed
Students are challenged to think in critical, creative and applied ways	Students will evaluate multiple perspectives and will be required to conduct relevant research pertinent to their chosen assignment.	Students will show evidence of developing methodologies that aid a combination of creative, technical, professional and academic research.
Students are inspired to do research through inquiry, curiosity and problem-solving	As well as ongoing formative feedback at the proposal stage and in tutorials, summative assessment is also provided in two stages.	A 'work in progress' presentation at the early stage will identify theories, concepts and key practices as appropriate, followed by the final project submission in a form agreed with the module tutors.
Students experience an intellectually stimulating curriculum which inspires them to learn for life	Critically review the historical and contextual significance of popular music practices in relation to the creative industries and society.	Students are able to link theory and practice to make outward facing projects.

Students reflect and grow inwardly, social and ethically to be able to confront the challenges of the world	Demonstrate a breadth of knowledge of the repertoires, debates and technologies in the field of popular music, including its interrelationships with other creative forms.	Students will further develop their project management, communication and presentation skills.
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Summative assessment details

AE1	Weighting:	20%
	Assessment type:	Presentation
	Aggregation:	Aggregated to AE2
	Length/duration:	10 mins + 5 mins Q&A
	Online submission:	No
	Grade marking:	Yes
	Anonymous marking:	No

AE2	Weighting:	80%
	Assessment type:	Major Project
	Aggregation:	Aggregated to AE1
	Length/duration:	10,000 word dissertation or equivalent research portfolio to be negotiated with tutor
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

Module Author: Daniel Pennie

Module Title: Major Project			
Credit Points:	40	Module Code:	TSM610
FHEQ Level:	6	School/Service	SMAT
Module Delivery Model:	Campus delivery	Max/Min student numbers	na
Module Leader:	Daniel Pennie		
HECOS code	100070		

Module change history:

Module Approved/Year Implemented/Code	September 2019	2020/21	TSM610
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Solent University Module Descriptor

Module Code: TSM613

Module title: Experimental Music Performance

Why is this module important?

You will explore the creative dynamics of existing sound performances and recordings. You will investigate alternative approaches to music making by exploring experimental techniques that draw from creative music practices.

What you will learn on the module

Introduction to the term “experimental” in conjunction with genre names to describe music that is composed in such a way that its outcome is unforeseeable.

To engage within specific music genres that challenge the boundaries or definitions of conventional music practice.

An overview of practitioners whose approach is a hybrid of disparate styles that incorporate unorthodox methods of music-making.

Application of exploratory techniques and attitudes using a broad range of musical/sound sources culminating in the construction of a creative and experimental music project.

Approaches to musical experimentation that encompasses areas such as:

- Deep Listening Skills
- Extended Techniques
- Alternative & Prepared Instrumentation
- Textural and Density Exploration
- Improvisational Techniques
- Conceptual Composition
- Sound & Image
- Musique Concrète
- Historical & Contextual Study
- Non-Standard Forms and Structures
- Non-Standard Scales and Modes
- Experimenting with Tempo, Time & Metre

How you will learn

The module intends to further develop and enhance practical skills and theoretical knowledge gained in the core music practice modules. The focus of the module will be in processes and techniques that are required to creatively and successfully engage in the application of experimental music:

- Lectures will explore the creative and contextual dimensions of experimental music making.
- Workshops will enable students to further develop skills for experimental music performance that will enhance skills developed in core modules.

How much time the module requires

You are expected to study for 200 hours (which equates to 10 hours per credit). This total learning time is made up of contact time, directed learning tasks, independent learning

and assessment activity.

How you will be assessed

Assessment for this module is project based and is designed to encourage you, with the support and guidance of the academic team, to explore areas of your own interest.

Tasks which help you to learn and prepares you for summative tasks (formative):

In lecture, seminar and workshop time, you will have opportunities to discuss your skills development with members of your group and the teaching team.

Formative assessment and guidance will be given in the drafting stage of the proposal through tutorial and/or other contact with tutors.

Tasks which count towards your degree (summative):

- Assessment 1: Individual Project Proposal - You will produce the initial proposal within broad guidelines set by the course tutors. The proposal will provide evidence of an understanding of the possibilities and parameters deployed by experimental music practice and the potential or particular approaches that demonstrate the creative exploration of avant-garde methodologies.
- Assessment 2: Project Presentation - A project presentation will enable you to outline, assess and reflect upon your production process and the success of your final project outcome. The presentation will highlight evidence of, and appraise, the experimentation and innovation in your music making.

The presentation will consist of the 'piece' itself (live or recorded), with an explanation of the process of 'research analysis' to 'final outcome' and the submission of a 'reflective-journal' presenting project-research and evidence.

Assessment marks will be aggregated for the final module mark.

When assessment does not go to plan

Re-assessment will require the student to revise and resubmit in light of tutor feedback, a copy of the original submission must also be provided for comparison purposes.

What you will be able to do after the module

1. Through research and inquiry, demonstrate a breadth of knowledge of the repertoires, debates and technologies in the field of popular music performance, including the interrelationships with other creative forms and the work of prominent theorists and practitioners
2. Critically review the creative significance of popular music performance practice
3. Critically analyse and evaluate information and ideas related to creative music performance practices
4. Autonomously and collaboratively perform and produce music, undertake research, and use a broad range of technical, creative and cognitive skills
5. Communicate effectively using appropriate established and emergent media, styles and forms

How this relates to the dimensions of Solent’s real-world curriculum framework

Dimensions	How students learn	How students are assessed
Students are challenged to think in critical, creative and applied ways	Students will provide evidence of an understanding of the possibilities and parameters that are deployed by experimental music practice and the potential of particular approaches that demonstrate the creative exploration of avant-garde methodologies.	A presentation will highlight evidence of, and appraise, the experimentation and innovation in their music making. Students will submit a CD/USB key documenting their project in addition to their 10 minute presentation.
Students are inspired to do research through inquiry, curiosity and problem-solving	You will learn the research and study skills required for higher education	You will submit a Reflective Journal demonstrating research skills.
Students experience an intellectually stimulating curriculum which inspires them to learn for life	The focus will be on the processes and techniques that are required to creatively and successfully engage in the application of experimental music.	The presentation would consist of the ‘piece’ itself (live or recorded), with an explanation of the process of ‘research-analysis’ to ‘final outcome’
Students reflect and grow inwardly, social and ethically to be able to confront the challenges of the world	You will learn to understand and evaluate your creative work and assess its effectiveness	Through your Experimental Project you will review the creative and significance of your popular music performance and production practices

Summative assessment details

AE1	Weighting:	20%
	Assessment type:	Individual Project Proposal
	Aggregation:	Aggregated to AE2
	Length/duration:	1200 words
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

AE2	Weighting:	80%
	Assessment type:	Project Presentation
	Aggregation:	Aggregated to AE1

	Length/duration:	10 minutes (accompanied by 1000 word Reflective Journal)
	Online submission:	No
	Grade marking:	Yes
	Anonymous marking:	No

Module Author: Daniel Pennie

Module Title: Experimental Music Performance			
Credit Points:	20	Module Code:	TSM613
FHEQ Level:	6	School/Service	SMAT
Module Delivery Model:	Campus delivery	Max/Min student numbers	na
Module Leader:	Daniel Pennie		
HECOS code	100070		

Module change history:

Module Approved/Year Implemented/Code	September 2019	2020/21	TSM613
Module Approved/Year Implemented/Code			