



*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**.

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

- TSM600 Digital Music Final Major Project
- TSM608 Songwriting Portfolio
- TSM609 Entrepreneurship and Artist Development
- TSM610 Major Project
- TSM612 Advanced Music Performance
- TSM613 Experimental Music Performance

## Solent University Module Descriptor

**Module Code:** TSM600

**Module title:** Digital Music Final Major Project

### **Why is this module important?**

Seeing a project through, from conception to outcome, is commonplace within the music industries. Such projects provide an element of freedom, allowing the artist/producer to explore different possibilities, as they guide and steer the project down their preferred path. In essence, this is what this module is all about. You are to decide upon and then pursue (i.e. conception to outcome) a substantial music/sound-based project of your own choosing, allowing you the creative freedom to take it in whatever direction you wish. Although this is a self-initiated project, it is still highly recommended that you decide upon and develop your project in consultation with the module tutor(s). As in industry, a professional outcome is desirable, with clear justifications afforded to the decisions and choices you took throughout its development.

Indeed, this is a particularly important area of study aimed at bringing together the knowledge, understandings and skills (academic and industry-related) that you have acquired from previously studied modules comprising the degree course.

### **What you will learn on the module:**

In this module, you are given the opportunity to underline the professional nature and direction of your creative work through the development of an individually negotiated programme of study. The module forms a synthesis of the your practical, theoretical, musical and/or multimedia skills in demonstrating an in-depth, analytical and critical inquiry, culminating in the presentation of a coherent body of work/project. You are also encouraged to seek out, develop and incorporate elements/areas of originality and uniqueness into your project outputs; some key aspects in a creative's musical journey. You will also build upon time management, research and creative skills. For example, exploring higher-level primary research strategies and methods, critically evaluating sources of information, etc. Moreover, the module will enable the further development and enhancement of a range of research perspectives, theoretical principles and practical skills; as befits the project you propose.

### **How you will learn:**

In order to help formulate and develop ideas through discussion and research, this module will be primarily seminar and tutorial-based.

Intermittent lectures will provide you with the theoretical base of knowledge needed to analyse new/unfamiliar themes within the module, whilst the seminars create the context for analytical debate. One-to-one tutorials will afford you the chance to discuss the progress and future development of your specific project directly with a designated tutor. Preparation for tutorials will typically involve you in inquiry-based research and/or creative endeavours, as well as necessitating the synthesis of information.

Guest lecturers will complement and contextualise relevant practices and theories within electronic music-related industries.

**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):

Project development, informal mock presentations, individual weekly directly learning tasks and critique sessions will form the majority of the formative tasks within this module, in preparation for the summative assessment. Verbal and/or written formative feedback will be provided by the tutor.

Tasks which count towards your degree (Summative):

For the first assignment, you are required to give an interim formal/professional presentation that outlines your proposed major project (tutor negotiated). You will need to include an outline of your project, elements of relevant research carried out to date, and a realistic project action plan. Feedback will be provided by your tutor. For the second and third assignments, you will produce the practical/creative project with an accompanying report; the latter should include: in-depth research in relation to the subject matter of the project you chose, details of your practical/creative process, and an objective evaluation of the project's output/development. Once more, your will need to also provide clear and coherent rationales/justifications for the decisions and choices you took throughout the project's development. Feedback will be provided by your tutor.

**When assessment does not go to plan:**

If you are unable to achieve a pass grade for an assessment during the first sitting, or have been granted extenuating circumstances, then the same assignment brief (as originally provided) will be offered to you as the re/deferral re-assessment. This will either require you to amend/improve previously submitted work, so as to achieve the pass grade or higher, or, if a submission was not received during the first assessment period, to engage with the original assignment. The option to submit your presentation remotely (i.e. captured on video, with no edits) will be considered under certain mitigating circumstances.

**What you will be able to do after the module:**

On successful completion of the module, you will be able to:

- Independently analyse and consider the complex relationships between theory and practice regarding production and composition
- Critically analyse and evaluate your own work, objectively reflecting on process and output, leading to firm recommendations where/when appropriate
- Autonomously utilise consistently high-level and advanced digital music production skills
- Demonstrate high-levels of creativity through originality and uniqueness within your project output
- Demonstrate a high level of autonomy for your own work, research and learning, with minimum guidance, relating to self-direction, initiative and intrinsic motivation
- Communicate effectively, in an engaging and professional manner, complex ideas, intentions, principles and concepts to an intended audience by sonic, written and/or visual means

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 are encouraged to work creatively, demonstrating a level of originality and uniqueness within their work by drawing upon previous experiences, relevant research, etc.	The assessments require students to apply/exercise their theoretical understandings in relation to their chosen major project/medium.
Students are inspired to do research through inquiry, curiosity and problem-solving	Students are afforded a level of autonomy regarding research and inquiry in proposing solutions for issues encountered and in justifying decisions made regarding their own personal project. Students also seek out excepted theories/concepts to appraise, adapt/follow, as suitable to their project.	Students analyse and communicate research (primary and secondary), construct annotated references, present relevant statistical data, demographics, etc.
Students experience an intellectually stimulating curriculum which inspires them to learn for life	This module is a student-centric, as students choose what they would like, or are inspired to pursue. A level of autonomy and independence is placed upon the student, encouraging higher levels of intrinsic motivation.	The overriding subject matter, topics within, and musical output for all three assessments come from the student, allowing them to pursue a major project that inspires or ‘matters’ to them.
Students reflect and grow inwardly, social and ethically to be able to confront the challenges of the world	Students grow in confidence and self-awareness as they reflect upon, and learn from, their successes and failures.	Students are asked to reflect upon their work, and to write an objective evaluation of their major project’s output/development within AE3.
Students face outward to the community, industry and the global environment	Students are encouraged to look beyond local/university boundaries and to develop a more global outlook, taking external/international issues into consideration	Students can choose to work on a variety of outward facing projects for their major project, e.g. musical/sonic work for a collaborative, public-domain project. Moreover, students are

	regarding their major project. They are also encouraged to seek out external/professional assistance if/when necessary, e.g. in conducting primary research, in executing a desired musical output, etc. Students can also choose to fulfil a suitable live industry brief as their major project.	encouraged to go on to publish/release, globally, appropriate musical outputs.
Students learn from authentic, engaging and programmatic assessment	This module can be seen mirror certain disciplinary practices and real-world contexts, as well as developing skills that will help them to succeed within the workplace.	The assessments necessitate levels of autonomy, self-direction and motivation in planning, researching and executing the music-based major project within defined time constraints, etc. Professional assessment outputs (e.g. written/verbal communication, practical work, etc.), in keeping with industry standards, are also encouraged.

**Summative assessment details:**

AE1	Weighting:	15%
	Assessment type:	Presentation
	Aggregation:	Aggregated to AE2 and AE3
	Length/duration:	Individual (10 minutes $\pm$ 10%)
	Online submission:	No
	Grade marking:	Yes
	Anonymous marking:	No

AE2	Weighting:	25%
	Assessment type:	Project Report
	Aggregation:	Aggregated to AE1 and AE3
	Length/duration:	2,000 words ( $\pm$ 10%)
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

AE3	Weighting:	60%
	Assessment type:	Project/Artefact
	Aggregation:	Aggregated to AE1 and AE2

Length/duration:	Individually negotiated with the tutor (dependent upon the context/medium of work), e.g. approximately 25-minutes of original music, a 15-minute soundtrack for a video (including Foley/sound design), etc.
Online submission:	No (unless university mechanisms allow)
Grade marking:	Yes
Anonymous marking:	No

**Module Author:** Dr. Simon Fisk

Module Title: Digital Music Final Major Project			
Credit Points:	40	Module Code:	TSM600
FHEQ Level:	6	School/Service	SMAT
Module Delivery Model:	CD	Max/Min student numbers	Not applicable
Module Leader:	Dr. Simon Fisk		
HECOS code	100223		

**Module change history:**

Module Approved/Year Implemented/Code	September 2019	2020/21	TSM600
Module modified/Year Implemented/Code			
Module modified/Year Implemented/Code			
<a href="#">Add extra rows as required</a>			

**Indicative Reading List:**

Gordon, S. (2015) *The Future of the Music Business: How to Succeed with the New Digital Technologies*. 4<sup>th</sup> Edition. San Francisco: Backbeat Books

Graham, N. (2015) *Project Management For Dummies*. 2<sup>nd</sup> Edition. Chichester: John Wiley & Sons

Izhaki, R. (2017) *Mixing Audio: Concepts, Practices and Tools*. 3<sup>rd</sup> Edition. London: Routledge

Rutter, P. (2016) *The Music Industry Handbook*. 2<sup>nd</sup> Edition. New York: Routledge

Walsh, M. (2009) *Futuretainment: Yesterday the World Changed, Now it's Your Turn*. London: Phaidon Press Ltd

## 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

<b>Dimensions</b>
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

<b>Credit Points:</b>	20		
<b>FHEQ Level:</b>	Level 6	<b>Subject Area:</b>	Music
<b>Module Delivery Model:</b>	Campus Delivery	<b>Max/min student numbers</b>	
<b>Module Leader:</b>	Toni Diaz		
<b>Hecos Code:</b>	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:** TSM612

**Module title:** Advanced Music Performance

### **Why is this module important?**

This module builds on all the skills and learning developed in the *Live Performance and Studio Performance* modules at Levels 4 and 5. Advanced styles of critique, enquiry and analysis are introduced, and the meaning of 'advanced performance' is further unpicked.

You will also workshop your own material in front of your tutors and peers in preparation for a final assessed performance.

### **What you will learn on the module**

You'll continue to develop the key skills necessary for working with other musicians - preparation, listening, critiquing, sharing, and even compromising.

You'll also learn about stage-craft and the requirements of professional performance in live situations. You will continue to record in the studio in preparation for a final studio session assessment.

### **How you will learn**

Everything that you've been learning and reflecting upon about performing with your instrument or voice is put into practice on stage and in the studio.

You will transcribe and learn new repertoire and prepare for a public performance. These activities alone will help strengthen the skills required to be a performer in the music industries.

You will improve you as a musician, but also as a professional able to work in many different musical environments.

### **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):**

Each week your tutor(s) will assess your learning and suggest new challenges and performance content. Workshops will include feedback from your peers as well as tutors: learning to critique others is an essential part of the module and professional practice in general.

#### **Tasks which count towards your degree (Summative):**

1. Studio Session - you will take part in a 20min studio session under assessment conditions

2. Performance - a chance for you to perform and be assessed at a professional venue. You may assemble a band or accompanist, lead the creation of a 25-30min set, and be fully responsible for the artistic outcome

All marks are aggregated towards the final module mark.

#### **When assessment does not go to plan**

Referrals will take the form of activities similar to those of the above assessments, with briefs that test the same learning outcomes. Online video submission may be required if lecturer support and performance spaces are not available during the referral period.

#### **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 practitioners and theorists
2. Critically analyse and evaluate information, data and ideas related to creative music performance practices
3. 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
4. Autonomously and collaboratively perform music, undertake research, and use a broad range of technical, creative, cognitive, and workplace skills
5. Independently identify objectives, manage and prioritise workloads, and respond to the demands of the work environment
6. Contribute effectively to team activities, including creative, authentic and outward facing 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	Regular workshops, studio session practice and lectures will introduce you to new ways of thinking about music	You will express your learning through the creation of a 25-30min assessed set, performed at a local venue
Students experience an intellectually stimulating curriculum which inspires them to learn for life	Your tutors will introduce you to a range of performance techniques and strategies that will provide lifelong challenges	Your Studio Session and Performance will showcase your engagement with new musical techniques and skills

Students face outward to the community, industry and the global environment	Everything that you've been learning and reflecting upon about performing with your instrument or voice is put into practice on stage and in the studio	You will give a public Performance
Students learn from authentic, engaging and programmatic assessment	You will learn, perform and record significant music in industry-standard locations	Your Performance will be a further step in demonstrating your skills and musicianship to a wider audience

### Summative assessment details

AE1	Weighting:	50%
	Assessment type:	Studio Session
	Aggregation:	Aggregated to AE2
	Length/duration:	20 mins
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

AE2	Weighting:	50%
	Assessment type:	Performance
	Aggregation:	Aggregated to AE1
	Length/duration:	25-30 mins
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

Module Author: Pete Wilson

Module Title: Advanced Music Performance			
Credit Points:	20	Module Code:	TSM612
FHEQ Level:	6	School/Service	SMAT
Module Delivery Model:	CD	Max/Min student numbers	
Module Leader:			
HECOS code	100657		

### Module change history:

Module Approved/Year Implemented/Code	September 2019	2020/21	TSM612
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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
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Module Delivery Model:	Campus delivery	Max/Min student numbers	na
Module Leader:	Daniel Pennie		
HECOS code	100070		

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