

## Module Specification

**Module Title:** Professional Studies – Instrumental Music Tuition

<b>Module code:</b>	HBASHR008	<b>NQF level:</b>	Level 5
<b>Credit value:</b>	20 credits	<b>Semester of study:</b>	1 and 2
<b>Applicable pathways:</b>	Classical, Film Music, Folk, Jazz, Popular, Production and Songwriting	<b>Pre-requisites:</b>	None

### Module overview

This module will provide students with the skills necessary to deliver tuition to individuals or small groups. It will make students aware of the importance of rigorous and purposeful planning as well as focusing on the personal characteristics of a good teacher. Students will learn how to approach a range of scenarios ranging from teaching beginners to advanced students, one to one lessons, group tuition and ensemble coaching, self-employment, business skills, working as a freelance musician managing a portfolio career.

### Aims

This optional module develops skills and understandings that are required to deliver one-to-one instrumental tuition and examines pedagogical frameworks and processes. It forms part of the programme's professional studies strand and its commitment to enhancing employment opportunities and a portfolio career.

The module aims to:

1. Introduce students to the practical processes of instrumental music tuition.
2. Introduce students to the theoretical processes/pedagogy of instrumental music tuition.
3. Teach how effective and rigorous planning supports the learning process.

### Learning outcomes

On successful completion of this module, students will be able to:

1. Plan and execute an instrumental lesson to an individual or small group.
2. Execute appropriate teaching and flexible approaches to learning through clear communication skills, direction and learning methodologies to promote effective learning.
3. Produce a plan which sets appropriate aims and ensures progression.
4. Analyse and evaluate own teaching and that of your peers.

### Learning and teaching methods

The module will be delivered through a lecture and seminar series.

**Lectures** are used for the effective delivery of key subject areas as outlined in the indicative content.

**Seminars** will be used to promote discussion in order to evaluate and critically appraise what has been covered in the lectures. Theoretical, practical and contextual information will be delivered through a combination of lectures, seminars and workshops. Students will work in small groups as well as gaining individual learning experience. Students will apply their knowledge in practical project work with tutorial support and supervision. The students will prepare and deliver a practical teaching session which they will evaluate.

### Contact hours and directed study (over semesters 1 and 2)

Delivery type	Student hours
Indicative hours for learning and teaching activities	30 hours
Indicative hours of directed study	170 hours
Total hours (100hrs per 10 credits)	200 hours

### Opportunities for formative feedback

Students will have opportunities for on-going formative assessment as part of their seminar series.

#### Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Presentation of a practical teaching session	TBC	25%	1, 2
Coursework (multimedia portfolio and critical evaluation)	3000 words	75%	2, 3, 4

#### Re-Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Video presentation of a practical teaching session	TBC	25%	1, 2
Coursework (multimedia portfolio and critical evaluation)	3000 words	75%	2, 3, 4

#### Indicative Reading List

- Harris, P. (2006) *Improve Your Teaching*. London: Faber Music Ltd.
- Kyriacou, K. (2007) *Essential Teaching Skills*. Cheltenham: Nelson Thornes.
- Ley, B. (2004) *All Together! Teaching Music in Groups*. London: ABRSM.
- Cotrell, S. (2003) *Successful job applications*. In: *Skills for Success*. Hampshire: Macmillan pp194-221.
- Green, L. (2008) *How Popular Musicians Learn*. Aldershot: Ashgate.
- Harris, P & Crozier R. (2000) *The Music Teacher's Companion*. London: ABRSM.
- Jaquiss, V & Paterson, D. (2005) *Meeting SEN in the Curriculum*. London: Fulton.
- Oglethorpe, S. (1996) *Instrumental Music for Dyslexics*. London: Whurr Publishers Ltd.
- Sharp, S & Dust, K. (1997) *Artists in Schools a Handbook for Teachers and Artists*. Berkshire: National Federation for Educational Research.
- Stroman, S. (1990) *Creative Jazz Education*. London: Stainer & Bell.
- *Journal of Music Technology and Education*.