

## Module Specification

**Module Title:** Specialist Group Study 1 (Folk)

<b>Module code:</b>	HBAMFO003	<b>NQF level:</b>	Level 4
<b>Credit value:</b>	30 credits	<b>Semester of study:</b>	1 and 2
<b>Applicable pathways:</b>	Folk	<b>Pre-requisites:</b>	None

### Module overview

Performers and composers will be placed in an ensemble and will develop their ensemble playing skills and knowledge in respect of folk performance and composition. Students will develop skills in listening; and will experiment with instrumental balance and the creation of texture through instrument combinations. Within the context of small ensembles composition students will perform and contribute to the writing of original material. A range of global styles will be explored during the module and students will be expected to act as leader of their respective ensembles as well as rehearsing under the direction of tutors and/or peers. They will be expected to contribute material for their ensemble's assessed performances in the form of original arrangements and/or compositions. Study at this level will focus on playing as a tight unit structuring the performance in a way that demonstrates clear artistic choices. This first collaborative module will highlight the problems of adapting music to the requirements of writing or performing partners. This is a useful means of developing a professional attitude in that the students will be expected to produce work that involves making certain musical concessions in the service of a more proficient overall product.

Students will have opportunities to work on deportment and basic stagecraft including entrances/exits, commanding the space, performance posture, moving within the stage, levels of address, and direct audience communication. Though the basic principles are the same across genres, each Pathway will receive genre and context-specific instruction.

### Aims

This collaborative module will develop a secure foundation in ensemble performance and/or composition. In this module, issues of style and repertoire will be discussed and taught, alongside a developing awareness of rehearsal etiquette and good practice. Reflection and evaluation of the performance, the process and students' contribution to the ensemble are important elements of the module. This module will also be undertaken by composers on the classical, jazz, folk, songwriting and new music pathways, who will be specifically composing and/or arranging for group ensembles. Differences in genre are understood and popular music students will be assessed through ensemble performance.

The module aims to:

1. Develop a secure foundation in ensemble performance and/or composition.
2. Develop an awareness of style, repertoire, rehearsal etiquette and good practice.
3. Reflect and evaluate the performance, the process and students' contribution to the ensemble.

### Learning outcomes

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

1. Apply relevant instrumental /vocal/musicianship and/or compositional skills within an ensemble to an appropriate level.
2. Perform original material and/or works drawn from the repertoire as appropriate or, arrange and/or compose original material.
3. Apply appropriate skills and knowledge including e.g. relevant reading and notation skills, the understanding of appropriate musical vocabulary and stylistic conventions.
4. Evidence individual and group responsibility, through participation in rehearsal observing etiquette and techniques, in order to evidence contribution to group work through assignment-specific contribution targets.

### Learning and teaching methods

The module will be delivered through **small/medium musical ensembles** as appropriate to the specialist pathway. The groups will be tutor led but will encourage students to develop autonomous musical leadership and rehearsal techniques. Composition students on this module will be supported and led by the designated tutor. This tutor will be responsible for helping composition student with their original works and suggesting/supporting the way in which that work is developed through collaboration. Where appropriate, composition students also explore original material, which will be brought to sessions and work-shopped with their tutor, with a view to developing a strong band identity. The objective is to build a working unit that would sit confidently within the current spectrum of public, profiled performance spaces.

### 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	270 hours
Total hours (100hrs per 10 credits)	300 hours

### Opportunities for formative feedback

Students will receive regular formative assessment through weekly workshops.

### Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Exam Performance/Composition (semester 1)	10 minutes	50%	1, 2, 3, 4
Exam Performance/Composition (semester 2)	10 minutes	50%	1, 2, 3, 4

### Re-Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Exam Performance/Composition* (semester 1)	10 minutes	50%	1, 2, 3, 4
Exam Performance/Composition* (semester 2)	10 minutes	50%	1, 2, 3, 4

\*may be assessed by video submission.

### Indicative Reading List

- Where appropriate indicative repertoire per specialism will be provided by the tutor.