

Module Specification

Module Title: Professional Studies – Working with Music in the Community

Module code:	HBASHR036	NQF level:	Level 5
Credit value:	20 credits	Semester of study:	1 and 2
Applicable pathways:	Business, Classical, Film Music, Folk, Jazz, Popular, Production and Songwriting	Pre-requisites:	None

Module overview

This module will develop the students' awareness of musical learning in the community. Students will explore the nature of community-based, musical projects alongside learning in schools. Students will investigate the planning and funding processes involved in delivering music projects and the methodologies necessary in order to ensure its success.

Aims

This optional module introduces methodologies for learning in non-formal settings and is a pre-requisite for the Community Music Project module. It forms part of the programme's professional studies strand and its commitment to enhancing employment opportunities.

The module aims to:

1. Introduce and explore the concept and methodologies of musical learning in a non-formal setting compared to that in a formal setting.
2. Enable students to devise future community based projects.
3. Introduce students to pedagogies and the planning process.

Learning outcomes

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

1. Practically apply knowledge in relation to music in the community using appropriate planning, teaching, learning methodologies, and appropriate media.
2. Understand the musician, educator as entrepreneur.
3. Working individually and as part of a group, set appropriate objectives for a community music project and prepare suitable practical and relevant material, including frameworks for learning.
4. Assess and account for the resources and funding necessary to facilitate a community music project.

Learning and teaching methods

Delivery will be 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 seminars and lectures. The students will apply their knowledge in practical project work with tutorial support and supervision.

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 ongoing formative assessment as part of their seminar series.

Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Presentation	10 minutes	25%	1, 3
Coursework	2500 words	75%	2, 4

Re-Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Video Presentation	10 minutes	25%	1, 3
Coursework (portfolio)	2500 words	75%	2, 4

Indicative Reading List

- Burnard, P. (2012) *Musical Creativities in Practice*. Oxford: Oxford University Press.
- Hargreaves, D, & North, A. (1997) *The Social Psychology of Music*. OUP.
- Jourdain, R. (1998) *Music, The Brain and Ecstasy*. Avon.
- Levitin, D. (2006) *This is your Brain on Music*. Dutton.
- Sloboda, J. (2004) *Exploring the Musical Mind; Emotion, Ability, Function*. OUP.
- Small, C. (1996) *Music, Society, Education*. Wesleyan University Press.
- Campbell, P. (1988) *Lessons from the World: A Cross Cultural Guide to Music Teaching and Learning*. New York: Schirmer.
- Childs, J. (1996) *Making Music Special*. David Foulton.
- Clayton, M, Herbert, T. & Middleton, R. (2003) *The Cultural Study of Music*. Routledge. London.
- Fontana, D. (1988) *Psychology for Teachers*. BPS.
- Green, L. (1988) *Music on Deaf Ears*. MUP.
- Green, L. (1997) *Music, Gender, Education*. CUP.
- Leppert, R, & McClary, S. (1992) *Music and Society: The politics of composition, performance and reception*. CUP.
- Martin, P. (1995) *Sounds and Society*. MUP.
- Ockleford, A. (2008) *Music for Children and Young People with Complex Needs*. Oxford Music Education.
- Storr, A. (1997) *Music and the Mind*. Collins.
- Willis, P. (1997) *Common Culture*. OUP.