Module Specification

Module Title: Professional Studies 2: Working with Music in the Community

Module code:	HBASHR036	**NQF level:**	Level 5
Credit value:	20 credits	**Semester of study:**	1 and 2
Module type:	Optional	**Pre-requisites:**	None
Available to:	BA (Hons) Music (Business) (Classical) (Film Music) (Folk) (Jazz) (Popular) (Production) (Songwriting), FdA Music Production and FdA Electronic Music Production		

Module overview

This module will develop the students' awareness of music education in the community. Students will explore the nature of community- based, musical projects. Students will investigate the planning and funding processes involved in delivering community music projects and the appropriate pedagogy to ensure its success.

Aims

This 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, educational setting.
2. Enable students to devise future community based projects.
3. Introduce students to pedagogy.

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. Work 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 series of workshops, lectures and seminars.

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 workshops.

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
Group 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	2500 words	75%	2, 4

*This has been adapted to allow for students to work individually in the case of resitting the module.

Indicative Reading List

Essential:

- Burnard, P. (2012) Musical Creativities in Practice. Oxford: Oxford University Press.
- Hargreaves, D, & North, A. (1997) The Social Psychology of Music. OUP.
- Higgins, L., *Community Music in Theory and in Practice,* Oxford, 2012
- Macdonald, R., Kreutz, G., Mitchell, L., *Music, health and Wellbeing,* Oxford, 2012
- MOSER,P., McKAY, G., *Community Music, a Handbook*, Russell House Publishing, Dorset, 2005
- PATON, R., *Lifemusic, Connecting people to Time,* Archive Publishing, 2011

Recommended:

- Bates. C., *The family music project in the north of England: a study of the pedagogical methodologies employed and the outcomes achieved.* International Journal of Community Music, Volume 5 Number 2. ISSN 1752-6299
- Burnard, P and Murphy, R. with James Biddulph, Kathryn Marsh, Alex Ruthman, and Jane Wheeler *Teaching Music Creatively.* London: Routledge. 2013
- Green, L. (1988) Music on Deaf Ears. MUP.
- Green, L. (1997) Music, Gender, Education. CUP.
- Ockleford, A. (2008) Music for Children and Young People with Complex Needs. Oxford Music Education.
- Ciarrochi, J., Forgas, J. and Mayer, J., *Emotional Intelligence in Everyday Life*, Psychology Press, 2006.
- Levitin, D., *This is your Brain on Music*, Dutton, 2006
- Pavlicevic, M., & Ansdell, G., *Community Music Therapy*, Jessica Kingsley, UK, 2006
- Sloboda, J., *Exploring the Musical Mind; Emotion, Ability, Function*, OUP 2004

Additional Information

This module serves as a pre-requisite to an inclusive-project placement module. Students may be placed with groups or people who are considered vulnerable, for example they may be refugees, asylum seekers or be known to have mental health issues or disabilities. Part of the study for this module will be around exploring the value of music for these groups. Student Services are aware of the nature of this module and have facilities available to support students for whom this may cause distress.