

MMUS PROGRAMME INFORMATION: VALID FOR SEPTEMBER 2022 ENTRY

**** Please note, there are module amendments presented here that are subject to approval (June 2024). For more details, contact the Head of Postgraduate Programmes ****

MMUS STRUCTURE:

TWO YEAR FULL-TIME: ALL PATHWAYS						
Mode	Year 1			Year 2		
1	Principal Study 1 (40)	The Artist in Society (20)	Your Professional Toolkit (20)	Professional Project Small (20)	Professional Project Medium (40)	Principal Study 2 (40)
2				Professional Project Large (60)		
3				Professional Project Small (20)	Professional Project Small (20)	Principal Study 3 (60)
4				Professional Project Medium (40)		
ONE YEAR (TWELVE MONTHS) INTENSIVE						
5	Principal Study 1 (40)	The Artist in Society (20)	Your Professional Toolkit (20)	Professional Project Small (20)	Professional Project Small (20)	Principal Study 3 (60)
6				Professional Project Medium (40)		
7				Professional Project Large (60)		

Principal Study 1*

Credits: 40

Performance assessments: Practical Assessment (40%); Performance (60%)

Composition assessments: Analytical Journal (40%); Portfolio Submission (60%)

This module will develop and support students in the absorption and synthesis of technical, stylistic, artistic and intellectual skills which form the basis of all performance/creative work at an advanced level. Principal Study tuition and associated coaching will be supported by practical classes and performance/creative activities, in which students receive formative feedback from teaching staff and peers. An indicative assessment, normally in the Autumn Term, will provide guidance on individual progress.

Performance strands: The area to be addressed in the Practical Assessment is discussed and agreed with the Head of Department, and it may be one of the following, depending on the individual's skills and experience: technical skills; orchestral excerpts; chamber music; historical instrument; contemporary performance; improvisation; advanced keyboard skills (piano/collaborative piano); language skills (vocal); opera scenes (vocal); assessed rehearsal (conducting). The Performance assessment is generally undertaken through a 30-minute recital.

* Each specialist pathway has its own tailored assessment requirements; details available on request.

STUDENTS UNDERTAKE EITHER PRINCIPAL STUDY 2 (40) OR PRINCIPAL STUDY 3 (60)

Principal Study 2*

Core Module for MMus

Credits: 40 (alternative to Principal Study 3)

Performance assessments: Performance (90%); researched programme notes (10%)

Composition assessments: Creative Portfolio (70%); Viva (20%); Reflective Critique (10%)

Building on *Principal Study 1*, this module will provide students with an ability to refine the technical, artistic, stylistic and intellectual skills which underpin performance/creative work at a professional level. Principal Study tuition and associated coaching will be supported by practical classes and performance/creative activities, in which students receive formative feedback from teaching staff and peers. Focus will be on expanding knowledge of repertoire/genres, developing individual artistry and embedding confident and flexible communication skills as a musician, culminating with a substantial performance/portfolio submission in the final term of study. An indicative performance assessment, normally in the Autumn Term, will provide guidance on individual progress.

* Each specialist pathway has its own tailored assessment requirements; details available on request.

Principal Study 3*

Core Module for PGDip & MMus

Credits: 60 (alternative to Principal Study 2)

Performance assessments: Performance (70%); Associated Portfolio (10%)

Composition assessments: Creative Portfolio (55%); Viva (15%); Associated Portfolio (30%)

Building on *Principal Study 1*, this module will provide students with an ability to refine the technical, artistic, stylistic and intellectual skills which underpin performance/creative work at a professional level. Principal Study tuition and associated coaching will be supported by practical classes and performance activities, in which students receive formative feedback from teaching staff and peers. Focus will be on expanding knowledge of repertoire/genres, developing individual artistry and embedding confident and flexible communication skills as a musician, culminating with an extended performance/creative project in the final term of study. In addition, Performance students will be supported in developing flexible and innovative programming skills, enabling them to curate a final performance project that has a clear intellectual thread running through it and incorporates repertoire from under-represented voices.

For the 60 credit module, there is an enhanced portfolio submission (incorporating programme notes for performance students) which includes one of the following outputs: researched presentation (eg pre-performance talk), critical commentary, other musicological investigation or career development plan.

* Each specialist pathway has its own tailored assessment requirements; details available on request.

The Artist in Society (*amendments in process*)

Credits: 20

Assessment: Career development work (50%); Self-Reflective Critique (50%); Group Performance Project (P/F)

This module supports students in gaining a broad overview of contemporary society and the plethora of potential roles for students within it. Moving from an individual focus to an investigation of the range of communities with which they can interact, students will put in place strategies for curating their studies and their prospective career pathways. They will engage in activities that develop their career literacy, enable them to research, reflect and set targets for themselves, and create, tailor and deliver a group performance

project, working with a group of students from different disciplines. The different learning activities and tasks will promote self-management, communication and team-working, as well as introducing students to motivations for their creativity that transcend individual artistry.

Your Professional Toolkit (*amendments in process*)

Credits: 20

Assessment: Researched Presentation (100%); 2 x in-class presentation/practical assessment (depending on focus, 1 for each strand (Pass/Fail))

Through this module, students will develop awareness of and build a range of skills in associated areas of professional activity, aligned with flexible research skills, sustainable career development and contemporary practice. Alongside preparing and delivering a researched presentation in an area of personal interest, students choose two areas of practice to investigate, attending a series of seminars that introduce key elements and principles that underpin activity and build skills in each field. Students will be expected to undertake directed study in between classes, and will present their personal learning outcomes in a final seminar. These are introductory courses, aiming to establish relevant experience and knowledge for further work in the Professional Project modules.

Focus of the Researched Presentation can be in one of the following areas:

- Practice as Research
- Inclusive Programming
- Critical Perspectives, looking at contemporary issues affecting the arts
- Repertoire and Aesthetics, for composers primarily, but open to all

Typically, the following YPTK strands will be offered, split between Term 1 & Term 2:

- Purposeful Practice
- Welsh Traditional Music
- Acting for Musicians
- Fundamentals of 1:1 Pedagogy
- Fundamentals of Community Music
- Fundamentals of Collaborative Creative Practice
- Introduction to Sound Recording
- Introduction to Improvisation (Jazz-based)
- Performance Analysis
- Introduction to Dalcroze

“Double strand” options include Write:Design (composers working with Design students) and BA2 Acting Collaboration (subject to Drama selection process)

Students will be asked to choose up to four options across Term 1 and Term 2; whether a strand can be offered will depend on minimum take-up (8). Some modules may also have maximum group sizes. Further details will be available before the start of the Autumn Term.

MMUS STUDENTS UNDERTAKE EITHER 40 OR 60 CREDITS OF PROFESSIONAL PROJECT ACTIVITY

Professional Project Small (S)

Credits: 20

Assessment: Mode 1 – Project output (70%); Written Report* (30%); Mode 2 – Project output (100%)

Professional Project Medium (M)

Credits: 40

Assessment: Mode 1 – Project output (70%); Written Report* (30%); Mode 2 – Project output (100%)

Professional Project Large (L)

Credits: 60

Assessment: Project output (70%); Written Report* (30%)

**Alternative modes of assessment may be negotiated, eg presentation, job interview (replica), performance viva*

Building on foundations from *Your Professional Toolkit* or relevant previous experience, students focus on an area of professional practice that will provide further insight into potential career pathways. Seminars with expert practitioners will run alongside student-led discussion groups, allowing students to support each other's learning through sharing issues and suggesting solutions, loosely following the principles of Action Learning Sets. In addition to these classes, students may have a small allocation of mentor hours, which they can use with the lead staff member or with another agreed member of staff whose interests and experiences are aligned with the area the student wishes to explore further.

Level 7 Module substitutions

It may be possible for students to take a 20 or 40 credit module that is offered by Jazz or Arts Management, or other Drama departments as collaborative arrangements are extended across the College. This depends on previous knowledge/experience, capacity in the host class and alignment of schedules. These arrangements are made on a case by case basis, through negotiation with the Course Leader. Assessment strategies for these options would follow the host module's plan.

Learning Community

Students will be assigned to a Learning Community, led by a staff member with a significant professional interest/profile in that area. This Learning Community will bring together all students following the Small, Medium and Large Professional Projects in this area, allowing for more vibrant sharing and peer learning in the student-led discussion groups. The Learning Communities will operate in the following broad areas:

- Performance (Leads: Helen Sanderson, Mary King, Robert Plane, Dr Simon Phillippo)
- Composition (Lead: John Hardy)
- Collaborative Creative Practice (Lead: Tic Ashfield-Fox)
- Digital Artistry (Lead: Odilon Marcenaro)
- Research (Lead: Dr James Lea)
- Industry and Innovation (Leads: Zoe Smith & Karen Pimbley)
- Teaching Artistry (Lead: Dr Sarah Smith)
- Community Music (Lead: Ceri Tippetts)

For Small Professional Projects, an established pattern of teaching and associated assessment is provided. There are specific frameworks available within which each project should operate, eg Professional Audition, Portfolio of Compositions, Advanced Sound Recording, etc.

For Medium Professional Projects, the focus is on giving students ownership of their project experience; they are supported in conceptualising their project activity, with staff and peers acting as sounding boards and advisors for processes and practices that will allow the project to be delivered successfully within the given timeframe. Emphasis is on the student articulating their own position in relation to contemporary practice, determining clear aims for the project's investigations and establishing a clear framework for evaluation. Students should take advantage of the Learning Community's seminars and discussion groups to support their work.

For Large Professional Projects, the focus is on students taking full ownership of their project experience; they are supported in conceptualising their project activity, with staff and peers acting as sounding boards and advisors for processes and practices that will allow the project to be delivered successfully within the given timeframe. Emphasis is on the student articulating their own position in relation to contemporary practice, determining clear aims for the project's investigations, establishing a clear framework for evaluation and articulating how this project contributes to their career trajectory. Students should take advantage of the Learning Community's seminars and discussion groups to support their work.