Music in Theory and Practice

Level: 1  Credit Value: 20  Module Code: ACE1762

Advisable skills: Grade 5 music theory.

This module aims to provide foundation skills in musicianship (including rhythm training, improvisation, performance and aural discrimination), as well as providing an introduction to musical and stylistic analysis. Students will experience both workshop style tuition in skills such as improvisation and seminar sessions in examining music in close detail. As such the course is designed to permit students the opportunity to develop both practical skills and academic skills common to the study of music at degree level.

Aims:
This module aims to
• Provide musicianship training in the areas of rhythm, improvisation, performance and aural discrimination.
• Introduce students to the techniques of musical analysis associated with both classical and popular music.
• Encourage students to develop critical responses to music.

Learning Outcomes:
By the end of the module, a candidate will be able to demonstrate
• An ability to recognise rhythmic, melodic and harmonic patterns by ear
• An ability to perform a short improvised solo.
• A knowledge of the techniques of musical analysis.
• An ability to identify a range of technical and stylistic features of a given piece of music.

Assessment:
Formal Exam (weighted 60%)
Two written analyses (weighted 20% each).

Key Reading:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Date</th>
<th>Publisher</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook, N</td>
<td>A short Introduction to music</td>
<td>1998</td>
<td>OUP</td>
<td>Oxford</td>
</tr>
<tr>
<td>Poulteny, D</td>
<td>Studying Music History</td>
<td>1995</td>
<td>Prentice Hall</td>
<td>New Jersey</td>
</tr>
<tr>
<td>Lynn, T</td>
<td>Introductory Musicianship</td>
<td>2002</td>
<td>Thomson Learning</td>
<td>New York</td>
</tr>
<tr>
<td>Harrison, M</td>
<td>Contemporary ear-training</td>
<td>2002</td>
<td>Omnibus press</td>
<td>London</td>
</tr>
</tbody>
</table>

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Contact: Angi Johnson  0114 222 7022  a.m.johnson1@sheffield.ac.uk
**Song Writing: Craft, Technique and Creativity**

Level: 1  
Credit Value: 20  
Module Code: ACE1788

This module is a comprehensive introduction to the creative and musical techniques involved in songwriting. The aim of the course is to stimulate and encourage students to work towards finding their own individual style in all aspects of songwriting and to explore the dynamics of the creative process. Students will be required to examine critically a wide range of song writing styles including contemporary popular song, folk music, art song and songs from the great American songbook. We will examine the techniques of melody writing, harmony, arrangement, accompaniment and form and give all students the opportunity of recording their songs to CD.

**Aims:**
- Introduce students to the musical techniques employed in a variety of genres of songwriting.
- Investigate existing models of songwriting to be used as exemplar material for discussion and analysis.
- Encourage students to be creative and experimental in relation to exploring new ideas and techniques.
- Introduce students to both scholarly and practical source material on the creative process.

**Learning Outcomes:**
- An understanding, practical and conceptual, of melodic styles, song structures, & accompaniment styles in a variety of musical genres.
- An understanding of the relationship between words and music.
- An ability to compose music and words and to set a given text to music.
- An understanding of the creative process and of its relevance to individual patterns of work and behaviour.

Teaching sessions will allow for the examination and analysis of 'model' text songs and word settings. In addition, students will have the opportunity to compose and experiment with compositional techniques.

**Assessment:**
The assessment will be based on the composition and recording of an original song (30%), a setting of given words (25%), a written commentary (25%) and a piece of written analysis (20%)
Vocal Performance

Level: 1  Credit Value: 20  Module Code: ACE1778

This course will provide an informal and supportive learning environment in which students can explore their unique singing voice and develop their confidence in using it. We will focus on the physical foundations of singing, examining the relationship between the body and the voice, with the aim of allowing the individual voice to emerge in a relaxed way. The choice of material aims to introduce students to a variety of vocal styles and to provide students with the critical tools with which to assess and reflect upon their own vocal and performance skills.

Aims:

This unit aims to

• Demonstrate ways (technique and expression) in which students can develop their singing ability.
• Encourage students to perform vocal music with greater confidence and facility.
• Develop the student’s awareness of the relationship between the body, (energy, breath and movement), and the voice.
• Develop a critical awareness of the psychology of performance.

Learning Outcomes:

By the end of the unit, a candidate will be able to demonstrate...

• a greater awareness of singing techniques and an ability to perform vocal music both as a soloist and as a member of an ensemble
• an understanding of the processes by which the above can be applied to their own singing voice.
• an ability to perform vocal music both as a soloist and as a member of an ensemble.
• an understanding of the research literature on the psychology of performance and an awareness of how key issues relate to personal performance.

Assessment:

Written Project: 2000 words. (40%)
This assessment will ask students to critically reflect upon the following aspects of their own performances.

• Performance preparation
• Psychology of performance
• Vocal technique
• Physiological basis of the voice

Coursework: (60%)
Students will do a performance of two pieces, one of which must be a solo performance, and one an ensemble of at least three parts.
Musical Performance

Level: 1  Credit Value: 20  Module Code: ACE1849

This course provides students with an opportunity to develop their practical musical skills as either instrumentalists or vocalists and to examine a range of psychological research that can help develop both the quality and enjoyment of musical performance. Thus, the focus of the course will be on developing skills appropriate to musical performance such as practice and preparation, memorisation, improvisation and musical expression. We shall also investigate the challenges presented by different kinds of performance: live, recorded and web based and students will be given the opportunity to record their performances for both digital audio and video reproduction.

Aims:

- To provide an opportunity for students to receive expert advice and guidance on improving the quality of their performances.
- To acquaint students with a range of approaches for giving successful performances.
- To enable students to develop their musicianship skills in performance, improvisation, memorisation, expression and practice behaviour.
- To introduce students to psychological research on musical performance
- To give students the opportunity to record their performances for the purposes of self-appraisal and dissemination.

Learning Outcomes:

By the end of the unit, a candidate will be able to:

- demonstrate an awareness of the effective strategies used by musicians in performance.
- critically evaluate their own performance skills and have the capacity to apply suitable strategies to improve and develop appropriate musical skills.
- understand the demands imposed by different types of performance, e.g. live, recorded performance.

Teaching Sessions: During each 3 hour session the course tutor will invite students to perform. This will usually be in the form of an individual performance, but some ensemble work may also be included. Individual points of technique and approach will then be worked upon with the student concerned. Members of the group will be encouraged to discuss issues raised from the performance at the end of each session. Seminar sessions will focus on examining a wide range of research on performance, reading and discussing key texts and relating individual points of interest to personal needs and requirements.

Assessment:

2,000-word Research Project (50%)
Recital (50%)
Rebellion, Freedom and Change: Exploring Popular Culture of the 1960s

Level: 1  Credit Value: 20  Module Code: ACE1777

This course explores ideas and texts arising from the growth of popular culture in the 1960s, looking at work from popular music, literature, television, cinema and the visual arts in the context of social and historical change. Concepts of 'rebellion', 'freedom' and 'change' will be examined in relation to the social and moral domain and to the changing nature of content, forms and practices within the arts themselves. We will develop inter-disciplinary approaches to readings of works, which may be drawn from: pop and experimental music, the working-class novel, the rise of television drama, cinema, performance poetry and pop art.

Aims:
This module aims that students will develop:
• Awareness and understanding of the importance of social, political and historical contexts surrounding cultural practice during the 1960s
• Knowledge and critical appreciation of works within literature, visual arts, music and popular culture
• Inter-disciplinary skills in approaching social and cultural themes and issues and their relationship to art of the period.

Learning Outcomes:
By the end of the module, a student will be able to demonstrate:
• A critical understanding of the relationship between a range of artistic practices and their broader contexts.
• An ability to critically evaluate a diversity of work from literature, visual arts, music and popular culture
• An appropriate level of inter-disciplinary analysis of the themes and issues arising from this period.

Assessment:
100% Coursework. There are two assignments:
1. An oral presentation on one of the course texts/songs prepared and delivered individually, in pairs or in small groups. Students submit notes for their presentation equivalent to 1500 words.
2. An essay of 2500 words discussing two examples from the different cultural forms studied. One of these should be musical and one should be literary/cinematic.

Indicative reading:
This is for guidance only and may change. It will be finalised in the course handbook.
Alan Sillitoe, Saturday Night and Sunday Morning (originally published in 1958)
Bill Naughton, Alfie (originally published in 1966)
Sylvia Plath, The Bell Jar (originally published in 1963)
S.Madoff, Pop art: a critical history (University of California, 1997)
Gosse, R, Roseizweig, The world the sixties made: politics & culture in recent America (Temple University Press, 2003)
S. Whitely, The Space between the notes: rock and counter culture.(Routledge, 1992)

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Contact: Angi Johnson  0114 222 7022  a.m.johnson1@sheffield.ac.uk
Getting Started with Research

This module provides you with the opportunity to develop the knowledge and skills gained from other modules and to engage in a small-scale piece of academic research. The aim is to introduce you to the research process and to encourage the development of self-directed learning skills. Teaching is structured around a number of group tutorials spread across the academic year.

Aims
This module aims to:
- provide students with the opportunity to develop the knowledge and skills gained from other modules and to engage in a small-scale piece of research;
- introduce students to the research process and encourage the development of self-directed learning skills;
- provide students with the opportunity to pursue an academic project of particular personal interest or significance;
- provide students with confidence in their ability to engage in academic research

Learning Outcomes
By the end of the module, a student will be able to demonstrate:
- an understanding of the research process;
- the ability to identify a research topic and formulate their own title;
- the ability to conduct a literature search;
- the ability to engage in a small-scale piece of academic research;
- the ability to produce a sustained academic argument in relation to their chosen research area.

Assessment
1000 word report on literature search (25%), 2500 word project (60%), 500 word reflective commentary (15%)

Key Reading

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Study Skills in Higher Education Part A

Level: 1  Credit Value: 10  Module Code: ACE1786

By concentrating on developing the study and presentation skills necessary to gain an academic qualification at a higher educational level, this module is intended to support learners entering higher education for the first time. The focus of the course is on developing skills such as academic writing and oral presentation, note-taking and revision, locating information, and managing deadlines and heavy reading loads. It also emphasises techniques of self-reflection, so that learners can gain a better understanding of their own strengths and weaknesses, and be able to utilise these on other courses of study.

Aims:
The aims of this module are:
• To give students a grounding in the basics of higher education study and presentation skills;
• To develop best practice in academic thought, writing, and verbal exposition;
• To advance skills of critical reflection, so the student can develop independent responsibility for her or his own learning;
• To support and nurture the student’s confidence and orientation within higher education to lay the foundations for success at university.

Learning Outcomes:
By the end of this module, a student will be able to demonstrate:
• An awareness of good study practice in higher education;
• Experience of communicating effectively, in both spoken and written academic forms;
• The capacity to critically reflect on her or his own learning and recognise links between different courses of study, and between academic and broader life experiences;
• A recognition of her or his individual strengths as learners, and how these can be put to best use within higher education.

Assessment:
100% course work – a portfolio (90%) and presentation (10%)

Key Reading:

********** OR **********

Learning to Learn On-Line

Level: 1  Credit Value: 10  Module Code: ACE1757

This module concentrates on developing the research and writing skills necessary to gain a higher education qualification. The focus of the module is on the practice of such skills as essay-writing, correct referencing, analysing texts, locating information, and ways to approach heavy reading loads. Also included are activities that encourage students to adopt a critical approach to a variety of disciplines at undergraduate level. A range of subject-specific materials are provided for use in developing skills in critical thinking. The module is primarily delivered online, at the student’s own pace, with face-to-face tutorials available upon request.

Aims:
This module aims to
• to give students a grounding in the basis of research and presentation skills.
• to develop students’ critical skills by means of practice in analysis of texts
• to ensure students are aware of correct use of academic conventions, such as referencing
• to facilitate transference of skills to all modules undertaken.

Learning Outcomes:
At the end of the module, students will be able to;
• approach assignments with confidence and locate information from a variety of sources
• analyse a variety of different types of texts
• structure arguments and present work correctly
• relate and transfer learned skills to other units on their programme.

Assessment:
100% coursework – a portfolio of work.
Study Skills in Higher Education, Part B

Level: 1  Credit Value: 10  Module Code: ACE1787

Study Skills in HE Part B further develops and enhances the skills and knowledge gained in Part A, with an emphasis on the effective use of ICT (information and communication technologies) in an academic context. Students will increase their presentation and communication skills through written practice, using a variety of appropriate software. Students’ research skills will likewise be further developed using on-line sources. The module will be delivered via blended learning using a combination of workshops and on-line resources. There will also be opportunities for individual tutorials.

Aims:
The module aims to
- provide students with an understanding of the use of ICT in the context of academic study
- provide students with the necessary IT skills to support their study efficiently and effectively
- develop students’ information and data handling skills
- further develop students’ written communication skills

Learning Outcomes:
By the end of the module, a candidate will be able to demonstrate
- confidence in the use of ICT within an academic environment
- transferable IT skills necessary for study and research
- appropriate data handling and information skills to support their academic work
- ability to communicate effectively using a variety of software

Assessment:
100% coursework – a portfolio of work.

Key Reading: