

<b>Module Title</b>	<b>Principal Performance Study 4</b>			
<b>Brief Description</b>	In this module you will have the opportunity to work towards a negotiated final performance output and, through this process, consider aspects of performance from differing perspectives.			
<b>SCQF Level</b>	Level 10			
<b>Credit Rating</b>	20 SCQF Credits / 10 ECTS credits			
<b>Status</b>	Elective			
<b>Pre-requisites</b>	Principal Performance Study 3			
<b>Co-requisites</b>	None			
<b>Anti-Requisites</b>	None			
<b>Maximum number of Students</b>	All of BEd Year Four	<b>Minimum number of Students</b>	1	
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
1:1 lessons		1	27	27
Performance class		1	4	4
Independent Study		-	-	169
Total Notional Student Effort				<b>200</b>
<b>Module Co-ordinator</b>	John Gormley			
<b>Module Aims</b>	<p>This Module is designed to:</p> <ul style="list-style-type: none"> <li>• Consolidate and promote musical performance skills, techniques, understanding, imagination and powers of expression appropriate to a variety of repertoire to an advanced level</li> <li>• Promote confidence and authority in performance</li> <li>• Expand the student's awareness of a wider context for performance decisions</li> <li>• Provide opportunities to research and deepen understanding of aspects of performance</li> </ul>			
<b>Module Content</b>	Through 1:1 lessons and performance classes, you will continue to refine your technique and critically engage with performance issues.			
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:			
<b>LO1</b>	Demonstrate an advanced level of technical and musical competency in instrumental or vocal performance			
<b>LO2</b>	Critically articulate a range of performance issues associated with the performance of a work (or works) of your own choice			
<b>LO3</b>	Explicitly express how your conceptual thinking and your practice are integrated into an holistic praxis.			

<b>Assessment 1, Type and</b>	<p>You will be assessed through a:</p> <ul style="list-style-type: none"> <li>• <b><u>Negotiated Performance Output plus viva</u></b></li> </ul> <p>Typically:</p> <ul style="list-style-type: none"> <li>• 25 minute public recital</li> <li>• Lecture recital (15 minutes of music plus 10 minutes of speaking with accompanying documentation)</li> <li>• Studio recording (15 minutes of music), critical commentary (c. 2500 words)</li> </ul> <ul style="list-style-type: none"> <li>○ Weighting: 100%</li> <li>○ Type: Negotiated outcome</li> <li>○ Learning Outcomes: LO1, LO2, LO3</li> </ul> <p>NB the viva part of the exam may not immediately follow the recital</p>								
<b>Assessment Criteria for Assessment 1</b>	<p>In this assessment your assessors will be looking for:</p> <ul style="list-style-type: none"> <li>• An advanced level of technical ability</li> <li>• A confident musical personality</li> <li>• An informed stylistic performance</li> <li>• An informed critical view on a range of issues relevant to repertoire and the ability to draw this into a well-presented argument.</li> </ul>								
<b>Alignment of Assessment and Learning Outcomes</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Assessment 1</th> </tr> </thead> <tbody> <tr> <td style="width: 20%;">LO1</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>LO2</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>LO3</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	Assessment 1		LO1	✓	LO2	✓	LO3	✓
Assessment 1									
LO1	✓								
LO2	✓								
LO3	✓								
<b>Feedback</b>	<p>In this module you will receive feedback through:</p> <ul style="list-style-type: none"> <li>• Two mutually constructed feedback reports</li> <li>• Regular dialogue with your 1:1 tutor which you should record and reflect upon in your Reflective Practice Journal</li> </ul>								
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Cook, Nicholas (1998) <i>Music: A Very Short Introduction</i> (Oxford: OUP)</li> <li>• Cook, Nicholas, ed. (2002) <i>Rethinking Music</i> (Oxford: OUP) [see especially 'Analysing performance, performing analysis']</li> <li>• Dahlhaus, Carl (1983) <i>Foundations of Music History</i> (Cambridge: CUP) [Introduction and Chapter 1 only]</li> <li>• Rink, Jonathan, ed. (2002) <i>Musical Performance: A Guide to Understanding</i> (Cambridge: CUP) [see especially Peter Hill: 'From Score to Sound']</li> <li>• Schön, Donald (1983) <i>The Reflective Practitioner: How Professionals think in action</i> (London: Temple Smith) [This is not about music, but it's the classic text on the processes involved in practice – that is, actually doing things rather than thinking or talking about them.]</li> </ul> <p>and other sources as recommended by the tutors.</p>								
<b>Other Relevant Details</b>	<p>N/A</p>								
<b>Next Steps</b>	<p>Masters level study in performance.</p>								