

COURSE SPECIFICATION FORM
for new course proposals and course amendments

Department/School:	Music	Academic Session:	2011-12 and thereafter
Course Title:	Creative Ensemble Performance	Course Value: (UG courses = unit value, PG courses = notional learning hours)	0.5
Course Code:	MU1119	Course JACS Code: (Please contact Data Management for advice)	W310
Availability: (Please state which teaching terms)	Autumn through Spring	Status: (i.e.: Core, Core PR, Compulsory, Optional)	Core (Level 4)
Pre-requisites:	None	Co-requisites:	None
Co-ordinator:	Appointed annually		
Course Staff:	Appointed annually		
Aims:	<ul style="list-style-type: none"> • To develop a broad range of innovative, practical, creative and collaborative musical skills • To promote student initiative and creativity, while developing focused, critical, technical and context sensitive perspectives on selected musical repertoires/traditions/genres • To explore, reflect upon, extend and/or challenge specific musical performance conventions 		
Learning Outcomes:	<ul style="list-style-type: none"> • Ability to work creatively and constructively as a team, with heightened listening ability, awareness, and sensitivity to the musical contributions of co-participants and oneself • Increased confidence and competence in expressing creative contributions and in the role of a participant, as well as in taking organizational initiative as member of a group. • Enhanced critical awareness, practical competence, knowledge, and contextual sensitivity regarding particular performance genres, traditions, conventions and/or techniques • An enhanced understanding of musical performance as both creative process and event. 		
Course Content:	<p>The course will commence with at least two plenary lectures/meetings at the start of term one, when the course aims will be clarified, followed by fortnightly workshops and plenary meetings through terms 1 and 2. A list of student performance interests/skills will be circulated immediately after the first meeting. Students will then be requested to form their own groups. Flexibility in membership will be permitted until the end of term one when students must commit to a group with whom to be examined. Any student not integrated in a group will be allotted to one by the course tutor. All students will be required to regularly document their experience of group participation and creative practice in a performance diary.</p>		
Teaching & Learning Methods:	<p>From the start of term two, groups will be assigned to particular staff members, according to expertise, who will meet regularly to oversee progress and provide coaching. Each group will be required to meet independently at least once each fortnight and to perform in a student organised Monday lunchtime concert slot (or other student organised context, agreed by the course tutor). Students will be required to submit their performance diaries to the course tutor(s) by the appropriate in-course deadlines.</p>		
Details of teaching resources on Moodle:	Online resources to be added as appropriate		
Key Bibliography:	<p>Small, Christopher (1998), <i>Musicking: The Meanings of Performance and Listening</i>. Wesleyan University Press.</p> <p>Nettl, Bruno & Melinda Russell, eds. (1998), <i>In the Course of Performance: Studies in the World of Musical Improvisation</i>. University of Chicago Press.</p>		
Formative Assessment & Feedback:	<p>Progress will be assessed by the course tutors and ensemble supervisors who will provide feedback on progress, commitment and contribution of groups and of their individual members (which will also feed into assessment), and report any problems back to the course tutor.</p>		

<p>Summative Assessment:</p>	<p>Group performance (30%). Assessment of group by performance (about 10 minutes) at the end of term 2. Groups will be assessed on their initiative, creativity and overall musical performance.</p> <p>Individual performance (40%). This mark takes into account each student's contribution in the performance exam and his/her consistency of initiative, participation and commitment throughout the course. Evidence of the latter will be drawn from supervisor, course tutor and peer feedback on participation, and from the student's individual performance diary, which will be submitted to course tutors by the appropriate in-course deadlines.</p> <p>Coursework (30%) Essay 1200-1400 words. Reflection on (a) the aims of the ensemble, (b) individual participation, (c) the chosen/created repertoire and its broader context, and (d) performance challenges and decisions.</p> <p>Deadlines: Coursework and performance diaries to be submitted by the appropriate in-course deadlines in order to qualify for final submission for assessment.</p>
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The information contained in this course outline is correct at the time of publication, but may be subject to change as part of the Department's policy of continuous improvement and development. Every effort will be made to notify you of any such changes.