

## Module Specification

**Module Title:** Actor Musician Skills - Music

<b>Module code:</b>	X_AMU4C003R	<b>NQF level:</b>	Level 4
<b>Credit value:</b>	20 credits	<b>Semester of study:</b>	1 and 2
<b>Module type:</b>	Compulsory	<b>Pre-requisites:</b>	None
<b>Available to:</b>	BA (Hons) Actor Musician		

### Module overview

Through music ensembles, music lab and optional theory:

- Ensemble Musicianship
- Musical Arrangement
- Interpreting musical styles and genres
- Music Notation
- Harmony
- Music Theory
- Composition

Through 1-1 Lessons:

- Individual skill development in primary/secondary instrument.
- Solo repertoire development.

Through ensemble singing classes:

- Vocal Anatomy
- Musical Styles and Genres
- Vocal Technique
- Ensemble Singing
- Harmony

### Aims

This module introduces students to the core music skills required of the actor musician. Focusing on development of musicianship, solo instrument skill, ensemble skills, composition and arranging, and singing.

In weekly classes, ensembles and music labs, students will develop their playing, musicianship and ability to communicate story using their voice and instrument/s. They will be asked to play, create and facilitate music ensembles in a wide range of styles. Students study the means of articulating musical ideas, both orally and through notated composition. Those without theory at point of entry attend a theory class to further develop these skills and support their performance practice. A variety of approaches to music creation and arrangement are used to enable students to develop their own individual process.

Students attend ensemble singing classes where they are introduced to the fundamentals of safe, technical voice production. Students explore a variety of performance styles to broaden knowledge of the genre and vocal range in performance.

Students receive an allocation of 1-1 lessons (12 Hours) to focus on developing excellence in a primary instrument through Year 1. For students advanced in more than one instrument it is possible, in conversation with the module coordinator, to split their allocation across instruments.

This module aims to:

- Develop students' instrumental skill on a primary instrument and secondary instrument where feasible
- Develop students' musicianship and ensemble playing
- Enable students to arrange music of different styles and genres
- Enable students to experience a range of musical styles, exploring practically the technical demands of each genre
- Introduce students to the basic skills of ensemble singing, equipping them with an understanding of their own singing voice and enabling planned development.

### Learning outcomes

On successful completion of this module, students will be able to:

1. Demonstrate a technical command of their chosen instrument/s and solo singing voice.
2. Work as an effective member of a musical ensemble, creating musical arrangements in a range of styles.
3. Demonstrate the ability to communicate musical arrangements orally and through musical notation.

### Learning and teaching methods

This module will be delivered through music ensembles, music labs, ensemble singing classes, 1-1 lessons and music theory (optional).

### Contact hours and directed study (over semesters 1 and 2)

Delivery type	Student hours
Indicative hours for learning and teaching activities	40
Indicative hours of directed study	160
Total hours (100hrs per 10 credits)	200 hours

### Opportunities for formative feedback

As a practical subject, formative feedback is continuously offered as part of an ongoing dialogue between tutor and student. This process allows for feedback/feedforward in the moment, when it is most valuable and impactful. Students will be encouraged to reflect on live and recorded voice work; to support their independent preparations for summative performance assessment.

Week 3 in Semester 1, students meet individually with the module coordinator to have a timely dialogue about progress and allocation of focused 1-1 classes. Student and tutor will discuss acquisition of fundamental musical skills pre-training and agree areas of focused development. This tutorial informs the students decisions around the allocation of 1-1 music classes and serves as a fundamental part of this planning.

A progress tutorial, in conclusion of Semester 1, presents an opportunity for a timely dialogue between student and tutor regarding progress. Student and tutor will discuss acquisition of fundamental vocal skills in spoken voice and any areas of focused further development.

#### Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Ensemble Performance	15 minutes	60%	1, 2, 3
Solo Performance	10 minutes	40%	1, 2

#### Re-Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Ensemble Performance #	15 minutes	60%	1, 2, 3
Solo Performance	10 minutes	40%	1, 2

# In instances where an alternative/secondary performance for the affected group cannot be arranged, students will be given an equivocal performance assessment, typically a solo arrangement and performance task that could be assessed with their solo performance materials.

**Indicative Reading List is available online**