



Academy of Music and Performance
BA (Hons) Music & Creative Music Technology

Module MCM608

Musical Direction

MODULE BOOKLET

2016 – 2017

Deadline for submission: 15.00h 03.02.17

Tutor: Kirsty Proctor

Telephone: 0115 838 0134

e-mail: Kirsty.proctor@ncn.ac.uk

Room: BPR 1 to 6 Time: Monday 9:00 to 11:00

Start date: WB 03rd October 2016 End date: 15.00 3rd February 2017

What will you do to complete this module?.....	3
How will the subject be taught?.....	4
How will the module be submitted?	4
How will the module be assessed?.....	5
What is the assessment strategy?	5
What are the deadlines for this module?.....	6
What are the penalties for late submission?.....	6
What is the process for a deadline extension?.....	6
MODULE MANAGEMENT.....	7
External examiner	7
Internal verification.....	7
Module Specification 2016 to 2017.....	8
Module Code	8
Credit Points.....	8
Further information on assessment.....	14
Assessment Criteria: Practical Work/Performance	16

What will you do to complete this module?

To meet the requirements of the module you are to undertake the role of a musical director for one 15 minute performance, gaining valuable skills of arranging musical materials and resources to meet negotiated goals and to a set deadline.

You must be clear about your objectives, gather all source materials quickly and work diligently and with attention to detail in your arrangements and your preparation of parts (this will help in rehearsal).

You must:

- Negotiate a topic/ subject matter
- Source suitable musical materials to arrange
- Observe stylistic conventions at all stages
- Submit a 200 word written proposal indicating how the musical materials will be used in the context of your chosen topic/ subject matter
- Arrange all music for the resources available ie for yourself and your peers
- Edit and produce full scores and parts using music publishing software eg Sibelius, Finale etc
- Organise a rehearsal schedule (a maximum of 4 3-hr rehearsals)
- Organise a performance and document this using video

- Submit the video of your performance, all scores/ parts with a short commentary by the deadline date.

How will the subject be taught?

You will attend a series of lectures and workshops which will give you the skills to complete this module. You will also attend tutorials with the subject tutor to enable develop and complete the task.

How will the module be submitted?

The performance will be recorded with a video camera.

Your rehearsals will be recorded with a video camera.

Your parts and scores will be submitted in hard copy and the covers will be labelled:

Name

Student ID

BA (Hons) Music & Creative Music Technology

Module title

The video files will be submitted on a DVD which will be labelled:

Name

Student ID

BA (Hons) Music & Creative Music Technology

Module title

How will the module be assessed?

It will be assessed in accordance with the [Module Learning Outcomes](#).

What is the assessment strategy?

The assessment strategy will reflect the aims and learning outcomes of the relevant module and will include:

- Evidence of Research Skills
- Seminar management
- Knowledge and understanding
- Depth of discussion
- Communication skills
- Use of resources
- Professionalism and conduct
- Answers to questioning

- Tutor Observation

What are the deadlines for this module?

Proposal: 24.00h 07.11.16 (electronic)

First draft of scores: 24.00h 12.12.16 (electronic)

Performance: This will be negotiated with your module tutor.

Score & parts; video & written process; evaluation: 15.00 3rd February 2017

What are the penalties for late submission?

A late submission will result in a maximum grade of 40%. A submission after 5 working days of the deadline will result in failure.

What is the process for a deadline extension?

Complete the extension form and email to nick.redfern@ncn.ac.uk 5 working days before the deadline.

MODULE MANAGEMENT

Credit points and Duration:	20 credit points – 15 weeks
Module Leader:	Kirsty Proctor
Subject:	Musical Direction
School:	Academy of Music & Performance
Pre- or post-requisites:	ABRSM Grade 5 performance standard (or equivalent)
Site of Delivery:	ncn – Clarendon Campus
Date:	Oct 2016

External examiner

Dr Paul Oliver Lecturer in Music & Music Business Perth College, University of the Highlands and Islands (UHI)

Internal verification

Signature:

Date:



Module Specification 2016 to 2017

Basic Module Information		
1	Module Title	Musical Direction
2	Module Code	MCM608
3	Credit Points	20 Credit points
4	Duration	15 weeks
5	School	Creative, Cultural & Digital Cluster
6	Date	03/10/2016

7 Pre, Post and Co-requisites

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
----------------------	--------------------	---------------------

None

8 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Programme Title</u>
--------------	--------------------	-------------	-------------	------------------------

6	Option	FT/PT	MCM608	BA (Hons) Music & Creative Music Technology
---	--------	-------	--------	---

9 Overview and Aims

This module aims to give you the skills and techniques required of a Musical Director. You will choose and arrange musical materials for specific resources and lead performers through structured rehearsals and performance(s). All students will participate in performing, leading and being led, gaining valuable and varied experience of being directed.

10 Module content

The Module examines:

- Knowledge of industry standards of conduct, preparation and delivery
- Knowledge of a variety of rehearsal techniques
- Understanding of a range of arranging techniques
- Study of stylistic conventions in performance and arranging
- Knowledge of appropriate notational techniques
- Leadership and teamwork skills

11 Indicative reading

1. Piston, W, 1986. *Orchestration*. London. Boosey & Hawkes
2. Blatter, A, 1997. *Instrumental Orchestration*. London. MacMillan Publishing Company

3. Lumley, J and Springthorpe, N, 2005. The Art of Conducting, 2nd
Ed. London: Westminster Publishing Ltd

12 Learning outcomes

Back to [How till the module be assessed?](#)

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

1. Demonstrate industry standards of conduct, preparation and presentation required of a musical director
2. Demonstrate knowledge of a range of stylistic conventions and apply these across the multiplicity of complementary activities, involved in directing others towards and in performance

Skills, qualities and attributes. After studying this module you should be able to:

1. Demonstrate the ability to direct an ensemble in rehearsals and performance
2. Produce and arrange materials for specific resources
3. Lead a team, provide support and guidance in meeting shared goals
4. Present detailed and complex information using appropriate methods

13 Teaching and learning

Range of modes of contact

This indicates the range of direct contact teaching and learning methods used on this module, eg, lectures, seminars

Lecture	15
Discussions, directed learning sets, research, internet searching	15

Total contact hours 30

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, eg, directed reading, research

Self-directed learning – Directed reading, 170
preparing assignment, individual research,
internet searching, literature search, original
empirical research, directed practical work,
listening, assessment production

Total non-contact hours 170

14 Assessment methods

This indicates the type and weighting of assessment elements in the module

<u>Weighting</u>	<u>Type</u>	<u>Description</u>
70%	Musical performance	A 15 minute directed ensemble performance (or two 10 minute performances) of original arranged material to a negotiated brief
30%	Portfolio	Portfolio of parts and scores used in the above with short written commentary

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark:

Throughout the module you will have the opportunity to discuss your progress with your tutor and receive informal feedback

Further information on assessment

This section provides further information on the module's assessment

where appropriate

Performance: Detailed summative written and verbal feedback

Portfolio: Detailed summative written feedback

Assessment Criteria: Practical Work/Performance

You will find below the areas that your tutors will be considering when assessing your practical/performance work.

They will be happy to discuss their assessment with you and show you how to maximise your strengths and firm up on your weaker points.

		Process		Written Commentary		Performance/presentation		Evaluation
Weighting	30%		20%		40%		10%	
70 - 100% First		Exceptional understanding of the work is demonstrated with outstanding evidence of a consistently high level of commitment to the project in terms of research, time management and practical application.		An exceptionally detailed account (data/reflection/analysis) of a dynamic process of research, exploration and technical experimentation which has evolved over a period of time.		<p>Exceptional levels of creative imagination and originality in artistic choices.</p> <p>The performance/presentation skills of the students are exceptional and offer no grounds for criticism.</p> <p>The work demonstrates an exceptional ability to communicate ideas of significance through performance/presentation.</p>		Exceptional reflective, critical and analytical abilities are demonstrated in clear, concise evaluation with substantial evidence of independent thought.

<p>60-69%</p> <p>2.1</p>		<p>Excellent understanding of the work is demonstrated with strong evidence of a consistently high level of commitment to the project in terms of research, time management and practical application.</p>		<p>Research is highly individual, creative, original and in depth. Evaluation and reflection within research is evident.</p> <p>An excellent account of the technical development of the project with some reflection on the problems and the means of overcoming them.</p>		<p>Excellent levels of creative imagination and strong evidence of originality in artistic choices.</p> <p>The performance/presentation skills of the students are on the whole excellent.</p> <p>The work demonstrates an excellent ability to communicate ideas of significance through performance/presentation.</p>	<p>Critical and analytical abilities are demonstrated in clear, concise continual review and evaluation.</p> <p>Evaluation contains evidence of independent thought.</p>
<p>50-59%</p> <p>2.2</p>		<p>A strong understanding of the work is demonstrated with evidence of a good level of commitment to the project in terms of research, time management and practical application.</p>		<p>Research is individual, creative, original and in depth. Some evaluation and reflection within research is evident.</p> <p>An excellent account of the technical development of the project with some reflection on the problems and the means of overcoming them.</p>		<p>Good levels of creative imagination and some evidence of originality in artistic choices.</p> <p>The performance/presentation skills of the students show some strengths.</p> <p>The work demonstrates some ability to communicate ideas of significance through</p>	<p>There is some evidence strong critical and analytical abilities demonstrated review and evaluation.</p> <p>Evaluation contains some evidence of independent thought.</p>

						performance/presentation.		
40-49%	3 rd	A satisfactory understanding of the work is demonstrated with some evidence of commitment to the project in terms of research, time management and practical application.		<p>Research is individual, creative, original and in depth. Some evaluation and reflection within research is evident.</p> <p>A satisfactory account of the technical development of the project showing that there has been a process of development and thought.</p>		<p>Satisfactory levels of creative imagination and limited evidence of originality in artistic choices.</p> <p>The performance/presentation skills of the students are satisfactory.</p> <p>The work demonstrates an adequate ability to communicate ideas of significance through performance/presentation.</p>		<p>Limited evidence of critical and analytical abilities are demonstrated.</p> <p>Evaluation is descriptive and superficial and limited.</p>
26 - 39%	Marginal Fail	Little evidence of a commitment to the project in terms of research, time management and practical application and the overall level is inadequate/inappropriate/insufficient.		<p>Little evidence of research is evident demonstrating limited originality or creativity.</p> <p>The evidence does not suggest that the work has evolved as a result of careful planning and research.</p>		<p>Little evidence of creative imagination and originality in artistic choices.</p> <p>The performance/presentation skills of the students are fall short of the required standard.</p>		<p>Minimal evidence of critical and analytical abilities are demonstrated.</p> <p>Evaluation is descriptive.</p>

						The work demonstrates an inability to communicate ideas of significance through performance/presentation.		
0 – 25% Clear Fail		Little thought has been given to fulfil the basic requirements of the task. There are many serious errors and/or omissions resulting in poor work which is unacceptable.		Little thought has been given to fulfil the basic requirements of the task. There are many serious errors and/or omissions resulting in poor work which is unacceptable.		Little thought has been given to fulfil the basic requirements of the task. There are many serious errors and/or omissions resulting in poor work which is unacceptable.	0-2	Little thought has been given to fulfil the basic requirements of the task. There are many serious errors and/or omissions resulting in poor work which is unacceptable.