

Module Outline

Part 1 – as validated

1.	Title	Music Leadership
2.	Level	6
3.	Credits	20
4.	Indicative Student Study Hours	36 hours group lectures and tutorials 164 hours independent study
5.	Core (must take and pass), Compulsory (must take) or Optional	Compulsory

5. Brief Description of Module (purpose, principal aims and objectives)

This module offers students the opportunity to lead a music workshop in the context of the wider community, and will develop an understanding of the roles that different approaches to learning music will play within particular workshop contexts. In addition it develops the skills needed to deliver practical music workshops to diverse groups, and enhances greater understanding of current teaching methodologies. This will help students to design effective lessons and provide appropriate supporting materials in the very creative field of music workshop delivery.

6. Learning Outcomes - On successful completion of this module a student will be able to:

1.	Develop the musical understanding, artistic awareness and technical skill of learners in the context of music workshops
2.	Clearly and confidently communicate musical understanding through practical demonstration and leadership
3.	Prepare and deliver appropriate teaching and learning strategies and materials
4.	Articulate opinions and arguments using relevant specialist vocabulary
5.	Facilitate collaborative working through effective leadership

7. Assessment

Pass on aggregate or Pass all components	Pass on aggregate
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Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count / Exam Length	Learning Outcomes Coverage	Comments
1.	Workshop video	75%	No	25 - 30mins	1,2,4,5	
2.	Supporting documentation	25%	No	1500 words (critical evaluation)	3	

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

1. Workshop video of 25-30 minutes (unedited)
2. Supporting documentation to include

- lessons plans;
- educational material used to deliver lessons;
- critical evaluation of effectiveness and limitations of the workshop.

8. Summary of Pre and / or Co Requisite Requirements

None

9. For use on following programmes

BA (Hons) Music for Performance and Teaching
BA (Hons) Popular Music

1.	Module Leader	Tim Pells
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2.	Indicative Content
	<p>The module content includes the following topics:</p> <ul style="list-style-type: none"> • Define and design a music workshop • Teaching style for workshop • Workshop in community-based settings

3. Delivery Method (please tick appropriate box)					
Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✓					
If the Delivery Method is Classroom Based please complete the following table:					
	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Mins	Comments	Learning Outcomes	
1	1. Lecture: What is a workshop?	60	Students perform in directed workshop. Activity base of assessment is mirrored in delivery	1-5	
	2. Workshop: in action!	90			
	3. Plenary	30			
2	1. Lecture: Workshop in Community settings	60		1-5	
	2. Workshop: workshops for young children	90			
	3. Plenary	30			
3	1. Lecture: workshops in Secondary Schools	60		1-5	
	2. Workshop on Improvisation	90			
	3. Plenary	30			
4	1. Lecture: Workshops with and Without Notation	60		1-5	
	2. Sample Workshops on both	90			
	3. Plenary	30			

5	1. Lecture: Workshops for Adult beginners. Dealing with performance issues, social problems, prior learning preventing progress	90		1-5
	2. sample Workshop for Adult beginners	60		
	3. Plenary	30		
6	1. Lecture: workshops for people with learning difficulties, physical and emotional	60		1-5
	2. Workshop on The slide guitar, the Ukulele, Percussion	90		
	3. Plenary	30		
7	1. Seminar: discussing workshop plans in the group	120		1-5
	2. 1-1 support as required	60		
8	1. Trial workshops with feedback (1)	180		1-5
9	1. Trial workshops with feedback (2)	180		1-5
10	1. Recording assessed workshops (1)	180		1-5
11	1. Recording assessed workshop (2)	180		1-5
12	1. Recording assessed workshop (3)	180		1-5
Total Hours		36		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	Academic tutorials: two 20-minute sessions per student.
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4. Learning Resources
<i>To include contextualised Reading List.</i>
Performance space
Boonshaft, P. L. (2006) <i>Teaching Music with Purpose: conducting, rehearsing and inspiring</i> . Galesville: Meredith

Colwell, R. J. and Hewitt, M. (2013) *Teaching of Instrumental Music*. Harlow: Pearson Education

Gazard, P. (2012) *How to Create a Successful Music Ensemble: running your group and arranging the music*. London: Rhinegold Education

Harris, P. (2012) *The Virtuoso Teacher*. London: Faber

Lennon, R (2017) *Teaching Young Instrumentalists – Engagement and Motivation in Group Instrumental Teaching*. Independent:Robertlennonmusic.com

Lisk, E. S. (2010) *The Musical Mind of the Creative Director*. Galesville: Meredith

Mixon, K. (2011) *Reaching and Teaching All Instrumental Music Students*. Lanham: Rowman and Littlefield Education

Stevens, J., Crooke, O. and Doyle, J. (2007) *Search and Reflect: a music workshop handbook*. Twickenham: Rockshool

Stringer, M. (2005) *The Music Teacher's Handbook: the complete resources for all instrumental and singing teachers*. London: Faber

Whaley, G. (2005) *The Music Director's Cookbook: creative recipes for a successful programme*. Galesville: Meredith

Williams, J. (2012) *Teaching Singing to Children and Young Adults*. Braunton: Compton