

BMus (Hons) Popular Music Performance Course Specification



1. General information

Course Title	BMus (Hons) Popular Music Performance
UCAS code	W315
Awarding Institution	Leeds Arts University
Institution at which course is delivered	Leeds Arts University
Professional Accreditation (if applicable)	N/A
Programme Directorate	Art and Performance
Relevant QAA Benchmark(s)	Music 2016
Date of most recent review/approval (for new courses)	October 2017
Date of next review	2021-22

Awards	Credits	Duration	Mode of study
BMus (Hons) Popular Music Performance	360 (180 ECTS)	3 years	FT
BMus Popular Music Performance*	300 (150 ECTS)	3 years	FT
DipHE in Popular Music Performance*	240 (120 ECTS)	2 years	FT
CertHE in Popular Music Performance*	120 (60 ECTS)	1 year	FT
*Exit award only			

2. Course Aims

This course aims to provide you with:
<ul style="list-style-type: none"> • A specialised course of study in popular music performance, production, and composition. • A high-quality popular music education in a stimulating and specialist arts learning and teaching environment, appropriately resourced. • Opportunities to collaborate with co-creators, including those from other artistic disciplines, in order to communicate musical intentions effectively to a listener. • An academically rigorous course of study that reflects a wide range of popular music performance, production and composition approaches. • The ability to use practical and intellectual skills for independent, professional popular music practice, employment in a range of professional settings, or further training of a professional or equivalent nature. • An understanding of concepts central to popular music practice and theory, and of the various models of popular music performance, production, and composition that acknowledge the expanded field of contemporary discourse and developing practice. • The ability to apply individual research, reflection, and knowledge abilities in order to be resilient in developing and sustaining a career path (including self-employment), taking account of personal health and welfare. • The skills and knowledge to review, consolidate, extend and apply your learning in different contextual frameworks and situations, both within the field of popular music

performance, production and composition, and within appropriate professional and entrepreneurial contexts.

On successful completion of the course, you will be able to:

- Present as a professional performer, producer and composer of popular music.
- Convey personal expression and imagination in practical music-making in order to demonstrate an individual musical personality or 'voice', through employing advanced technical skills and interpretative insight.
- Demonstrate an independent critical understanding, specific knowledge, and specialist understanding of the professional and contextual location of your popular music performance, production and composition practice.
- Evidence a high level of process and subject-specific skills that demonstrate a critically informed practical application of the professional skills of popular music performance, production, and composition practice.
- Evidence the synthesis of knowledge and understanding to generate effective creative solutions within popular music performance, production, and composition practice in order to progress into employment or further training of a professional or equivalent nature.
- Manage your own learning, and make use of primary and secondary sources in order to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.
- Use information, experiences and a range of appropriate communication methods to present yourself as a professional practitioner.

3. Distinctive Features

Distinctive features of the course:

BMus (Hons) Popular Music Performance is a practical, vocational and rigorous training for talented musicians which is well-resourced and delivered within a specialist art school environment.

It offers potential for interdisciplinary artistic collaboration, progressing to research and professional practice. You are expected to demonstrate your criticality within the performative context of the degree specialism - to 'make music about music'.

Individual performance within the band context is a central activity, with the performance, production and composition of original work prioritised at each level of study.

Future employability is embedded throughout the curriculum, encouraging resilience in developing and sustaining a career path (including self-employment), and taking account of personal health and welfare.

The course is distinctive in that it:

- is delivered in the context of one of the UK's leading specialist art institutions, in the heart of Leeds' thriving live music scene;
- integrates performance, composition and production in the context of the BMus award;
- provides opportunities for collaboration and interdisciplinary work with students from other Leeds Arts University courses and sub-disciplines;
- is concerned with developing complete, creative and versatile musicians, ready to build and sustain a career in the contemporary music industries;
- is delivered in a purpose-built, highly-resourced and bespoke environment;

- reflects real-world professional practice through its teaching and learning strategies.

4. Course Structure

4a. Module Framework

Level 4	Credit Points	ECTS	Learning Hours
LAUPMP401 Popular Music, the Stage and Studio	60	30	600
LAUPMP402 Engaging the Audience	40	20	400
LAUPMP403 The Business of Music 1	20	10	200
Level 5	Credit Points	ECTS	Learning Hours
LAUPMP501 Popular Music, Meaning and Media	60	30	600
LAUPMP502 The Business of Music 2	60	30	600
Level 6	Credit Points	ECTS	Learning Hours
LAUPMP601 Popular Music, Negotiated Practice	60	30	600
LAUPMP602 Popular Music, Professional Practice	60	30	600

4b. Course Map / Structure

Level 4		
Semester One	POPULAR MUSIC, THE STAGE AND STUDIO (LAUPMP401) <i>60 credits</i>	
Semester Two	ENGAGING THE AUDIENCE (LAUPMP402) <i>40 credits</i>	THE BUSINESS OF MUSIC 1 (LAUPMP403) <i>20 credits</i>
120 credits (60 ECTS credits)		Certificate of Higher Education (Exit Award)

Level 5		
Semester One	POPULAR MUSIC, MEANING AND MEDIA (LAUPMP501) <i>(60 credits)</i>	
Semester Two	THE BUSINESS OF MUSIC 2 (LAUPMP502) <i>(60 credits)</i>	
120 credits (60 ECTS credits)		Diploma of Higher Education (Exit Award)

Level 6		
Semester One	POPULAR MUSIC, NEGOTIATED PRACTICE (LAUPMP601) <i>(60 credits)</i>	
Semester Two	POPULAR MUSIC, PROFESSIONAL PRACTICE (LAUPMP602) <i>(60 credits)</i>	

*Students who fail to complete 360 credits but have accumulated no fewer than 300 credits will be awarded an Ordinary degree.

5. Course Learning Outcomes

Learning is assessed at each level of the course. This develops from introductory work within the specialism of the course at level 4, through development of skills and ideas at level 5, progressing to application and synthesis of skills, originality, and theory in practice at level 6 as indicated by the FHEQ qualification descriptors.

Course Level Outcomes (CLOs) define what you are expected to be able to do on completion of each level. These values are defined as 'expectations' within each module.

Level 4

At level 4, you will develop a sound knowledge of the fundamental concepts of popular music performance, production and composition, through an engagement with practical music-making. You will undertake taught sessions concerning different approaches to collaboration, creativity, and problem-solving, designed to mirror real-world popular music performance, production, and composition scenarios. You will be expected to communicate the results of your musical research and learning journey reliably and accurately, and will develop the transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level Learning Outcomes	
<i>By the end of Level 4, you will be expected to:</i>	
PMP4.01	Demonstrate the practical ability to interpret, analyse, evaluate and apply underlying concepts, principles and skills which are standard features of popular music performance, production and composition.
PMP4.02	Demonstrate an awareness of popular music performance, production and composition as a professional activity, of its critical and contextual dimensions, and of requirements which include the biomechanical, physiological, and psychological demands of musical performance.
PMP4.03	Demonstrate the ability to generate ideas, using different approaches, appropriate technologies, and techniques for problem solving associated with popular music performance, production, and composition, including convergent and divergent thinking.
PMP4.04	Present a structured and coherent body of work as a demonstration of ideas through to material outcomes in popular music performance, production and composition, using appropriate methods/practice that employ practical and theoretical research evidenced during the creative process.
PMP4.05	Demonstrate self-management skills and the ability to articulate, record and present opinions, observations and evaluations through appropriate methods of written, verbal and musical communication.
PMP4.06	Identify strengths and areas for development as learners.

Level 5

In addition to the skills demonstrated at level 4, at level 5 you will continue to develop and demonstrate a sound knowledge of the concepts of popular music performance, production and composition through an engagement with practical music-making and will apply these more widely. You will develop a vocational approach to popular music performance, production, and composition, applying research, reflection, and knowledge abilities in order to be resilient in developing and sustaining a career path (including self-employment) within the musical and creative industries, and taking account of personal health and welfare. You will demonstrate the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

Level Learning Outcomes	
<i>By the end of Level 5, you will be expected to:</i>	
PMP5.01	Demonstrate gaining a practical understanding and application of the concepts, principles, processes, skills, and critical discourses which are standard features of popular music performance, production and composition, and the way in which those principles have developed.
PMP5.02	Select, analyse and make appropriate use of popular music performance, production and composition materials, processes, environments, and information, using a range of techniques.
PMP5.03	Demonstrate gaining the ability to adjust to professional boundaries and interact through collaboration and negotiation with others.
PMP5.04	Apply generic and subject-specific intellectual qualities to a range of relevant popular music performance, production, and composition problems and/or situations, with the inclusion of scenarios outside the context in which they were originally studied.
PMP5.05	Articulate and apply key methods of practical and theoretical research and ideas development in popular music performance, production and composition, and critically evaluate the appropriateness of these methods.
PMP5.06	Apply generic and subject-specific skills in order to establish an appropriate direction in popular music performance, production and composition practice, in preparation for a career in the field.

Level 6

In addition to the skills demonstrated at level 4 and level 5, at level 6 you will develop and apply understanding of a complex body of concepts concerning popular music performance, production and composition. Through this, you will develop analytical techniques and problem-solving skills that can be applied in many types of employment. You will be able to evaluate evidence, arguments and assumptions, in order to reach sound judgements and to communicate these effectively and with clear evidence of musical creativity. Holders of the BMus (Hons) Popular Music Performance will be able to demonstrate qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

Level Learning Outcomes

<i>By the end of Level 6, you will be expected to:</i>	
PMP6.01	Evidence a high level of process and subject-specific skills that demonstrate a critically informed practical and theoretical application of the professional skills of popular music performance, production, and composition practice.
PMP6.02	Demonstrate an independent critical understanding, specific knowledge, and specialist understanding of the professional and contextual location of their popular music performance, production and composition practice.
PMP6.03	Evidence the synthesis of knowledge and understanding to generate effective creative solutions within popular music performance, production, and composition practice in order to progress into employment or further training of a professional or equivalent nature.
PMP6.04	Manage your own learning, and make use of primary and secondary sources in order to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.
PMP6.05	Use information, experiences and a range of appropriate communication methods to present yourself as a professional practitioner.

6. Module Expectations

Module Expectations are expressed within the course modules as ‘what you are expected to do.’ Module Expectations are defined in subject-relevant language, and aligned with the Dearing Report recommendations (1997) commonly used in the UK HE sector, normally articulated in terms of:

- knowledge and understanding (KU)
- intellectual or cognitive skills (IC)
- practical and professional skills (P)
- key/transferable skills (T)

The specific module expectations for BMus (Hons) Popular Music Performance are:

Knowledge and Understanding	
KU1	Demonstrate a familiarity and understanding of relationships between making popular music and the ideas that surround its evolution and our reception of its performance, production, composition and arrangement.
KU2	Analyse, evaluate and apply ideas from a range of popular music sources, techniques, repertoires and practices, with respect for the role and impact of intellectual property where appropriate.
KU3	Demonstrate critical and analytic awareness of appropriate areas of popular music practice within the creative industries and cultural environment.
KU4	Select, consider, and experimentally apply source material to inform your own creative development.
KU5	Make appropriate use of research to position your practice in relation to the critical, cultural or social context of popular music performance, production and composition.
Intellectual or Cognitive Skills	
IC1	Evidence the ability to identify, evaluate, and apply ideas from a range of primary and secondary sources.
IC2	Analyse, evaluate and reflect on your strengths as a learner.

IC3	Evidence the ability to explore different and unfamiliar musical concepts, repertoires and practices.
IC4	Demonstrate how popular music performance, production and composition interconnects with other disciplines in the arts, humanities, social and physical sciences as appropriate, showing an awareness of the implications of an interdisciplinary approach to music for creation, innovation and research.
IC5	Demonstrate the broader relationship of music to historical, philosophical cultural and social contexts.
Practical and Professional Skills	
P1	Convey personal expression and imagination in practical music-making in order to demonstrate an individual musical personality or 'voice', through employing advanced technical skills and deeper levels of interpretative insight.
P2	Demonstrate ability to capture, publish, analyse and edit music using appropriate analogue and digital resources for the purposes of composition, performance, music production, sound synthesis, and dissemination.
P3	Demonstrate the artistic, technical, aesthetic and expressive skills necessary to communicate music convincingly to a listener.
P4	Evidence the capacity for making practical and critical judgements that demonstrates awareness of critical, effective, analytic and testable processes.
Key Transferable Skills	
T1	Collaborate in popular music-making, through ensemble performance.
T2	Work to deadlines and negotiate realistic goals and schedules, evidencing the ability to organise and manage a timetable of work effectively, and demonstrating confidence in project planning and management.
T3	Organise and carry out self-directed projects and communicate outcomes through musical, written, oral and/or other appropriate forms.
T4	Employ professional presentation skills in order to effectively communicate with others, with an awareness of audience characteristics.
T5	Demonstrate an awareness of the legal and ethical frameworks relating to intellectual property rights, evidencing the ability to identify intellectual property rights issues, and to take steps to safeguard innovation and commercialisation processes.
T6	Apply discovered knowledge and reflective ability in order to be resilient in developing and sustaining a career path (including self-employment), taking account of personal health and welfare.

6a. Module Expectation Mapping

Because of the nature of Popular Music Performance, it is the case that these expectations are present and evident in each module to a greater or lesser extent.

As such, these expectations have relevance in all seven modules of the course, but in some modules will have greater emphasis than others.

Level 4

The following expectations are normally prioritised in level 4 modules as illustrated below:

Study Module/unit	KU1	KU2	KU3	KU4	KU5	IC1	IC2	IC3	IC4	IC5	P1	P2	P3	P4	T1	T2	T3	T4	T5	T6	
LAUPMP401: Popular Music - The Stage and Studio	✓						✓	✓		✓	✓	✓			✓	✓					

LAUPMP402: Engaging the Audience		✓		✓					✓	✓		✓		✓				
LAUPMP403: The Business of Music 1			✓		✓		✓						✓				✓	✓

Level 5

The following expectations are normally prioritised in level 5 modules as illustrated below:

Study Module/unit	KU1	KU2	KU3	KU4	KU5	IC1	IC2	IC3	IC4	IC5	P1	P2	P3	P4	T1	T2	T3	T4	T5	T6
LAUPMP501: Popular Music, Meaning, and Media	✓	✓		✓	✓	✓			✓			✓		✓	✓	✓				
LAUPMP502: The Business of Music 2			✓	✓	✓		✓	✓		✓	✓		✓					✓	✓	✓

Level 6

The following expectations are normally prioritised in level 6 modules as illustrated below:

Study Module/unit	KU1	KU2	KU3	KU4	KU5	IC1	IC2	IC3	IC4	IC5	P1	P2	P3	P4	T1	T2	T3	T4	T5	T6
LAUPMP601: Popular Music, Negotiated Practice		✓	✓		✓	✓	✓		✓			✓		✓		✓			✓	
LAUPMP602: Popular Music, Professional Practice	✓			✓				✓		✓	✓		✓		✓		✓	✓		✓

7. Teaching, Learning and Assessment Strategies

These strategies are designed and delivered to support your learning of what is expected of you as a BMus (Hons) Popular Music Performance student. These may include stage performance workshops; recording studio tutorials and practice; digital audio workstation (DAW) tutorials and practice; performance, composition and arrangement tasks; group critiques; seminars; 1:1 instrumental/vocal teaching; individual tutorials; lectures; and workshop inductions. Health and safety practices, including techniques & approaches to achieve and maintain healthy musicianship, may be included in workshops, tutorials and recording studio-based teaching.

Owing to the creative, critical and practical dimensions of the course, as a BMus (Hons) Popular Music Performance student you will develop and demonstrate a wide range of attributes, including skills of reflection, discipline, creativity, entrepreneurship, communication and team work, allied with cultural, historical, sociological, aesthetic and theoretical understanding. You will develop professional competence and practical skills in your specialist activities, and intellectual skills in analysis of the musical texts and materials with which you engage.

Teaching, learning and assessment strategies are therefore additionally designed to support you as you gain contextual understanding of how your creative musical practice links to those of others in different contexts, and entrepreneurial skills to equip you to identify and pursue a range of employment or further training opportunities.

7a. Teaching and Learning

Teaching on BMus (Hons) Popular Music Performance, especially in areas of practical skills, will typically involve components of individual (1:1) and small-group teaching, in addition to

potentially larger groups. This is an interactive process, with student and professional practitioner-teachers gaining mutual benefit within a research and/or professionally informed environment. A culture of practical and action-based creativity, exploration, research, scholarship and professional development will underpin a stimulating teaching and learning environment.

Throughout the module delivery you will be encouraged to undertake independent study to supplement and consolidate what is being learnt and taught.

7b. Engagement Strategy

Methods for engaging with teaching and learning will typically include (without being limited to):

BRIEFINGS: To provide key information, approaches and expectations relating to module content, specific briefs, study tasks and assessment requirements.

CRITIQUES: To enable you to relate your work to a growing awareness of the link between theory and practice, and how this supports the evaluative process.

INDEPENDENT STUDY: To support the development of individual and autonomous approaches to research, development and the professional understanding of individual creative concerns, technical skills and module content.

INDIVIDUAL TUTORIALS: To provide an opportunity for individual discussion, formative feedback, workload management and action planning in response to module content, set briefs and study tasks.

PEER REVIEWS: To introduce, develop and support peer led formative feedback, reflective practice and communication skills relating to module content, individual practice and assessment requirements.

LECTURES: To introduce and explore key practices, principles and theories relating to module content, study tasks and the broader concerns of the discipline.

SEMINARS: To introduce, discuss and embed key practices, principles and theories relating to module content, study tasks and the broader concerns of the discipline.

PRACTICAL STUDIO/DAW SESSIONS: To develop practice alongside other students within a climate of mutual theory/practice engagement.

WORKSHOPS: To develop technical and creative skills.

Additional / Enhancement Activities

There will be opportunities to engage with additional course-specific and university-wide enhancement activities, events and projects including:

- Visiting professionals programme
- Research visits and trips
- Live projects and external events
- Improving your employability skills
- Exchanges and collaborative projects

You will also be encouraged to identify and attend individually appropriate opportunities for external development and research activities. Engagement with all additional enhancement activities should be documented and evaluated as part of the course modules.

7c. Assessment

A variety of assessment methods are used, both **formative** assessment which includes (without being limited to) feedback on draft, rehearsal, or test work, dialogue within practical lessons and supervisions, criticism of performance platforms, and **summative** assessment methods.

At each level of the course, and throughout the six semesters of delivery, you are expected to compile a portfolio of performances, resolved musical works, promotional materials, reflective works and other supporting materials which are generated through a combination of directed independent learning activities, and as responses to coursework tasks that are designed to encourage creativity and problem-solving.

These might typically include (without being limited to): transcripts, recordings, research studies, rehearsal notes, reflections, test pieces, blog entries, photographs, and other outcomes from independent study.

Your work will be assessed holistically through five assessment 'fields' or 'lenses'. These are:

Field	Descriptor
Presentation	That which is seen by exhibition, portfolio, transcript, performance, relevant to tasks set.
Process	Evidence of the learning journey through method in haptic, physical practice based and textual applications.
Idea	Thought, concept or aim relevant to task, student centred and with clarity of vision.
Documentation	That which evidences the student's journey in and through research, technical experimentation, and/or creative endeavour. Could include: data; reflection; analysis; planning.
Technical	Quality and/or utility of the technical features employed; demonstration of skill / competence in media relevant to task.

7d. Feedback

BMus (Hons) Popular Music Performance tutors will provide written and/or oral feedback, both in support of your ongoing development, as well as in direct response to student work formally within assessment contexts.

Provision of continuous feedback - defined as information communicated to students with the intention of improving learning - is a significant and distinctive strength of the course. It is particularly manifest within the iterative dialogue which takes place between tutor and student(s) in practical learning contexts.

Feedback is an essential element of assessment. You will be provided with written summative feedback on all of your module assessments at the end of each module. You will take part in continuous evaluation within the teaching and learning on the course, developing skills in reflection and dialogue, and receiving continuous formative feedback from the teaching staff and peers.

Both summative and formative feedback approaches are designed to meet the 'assessment for

learning' and 'feed-forward' values described in Chapter B3, page 6 of the UK Quality Code. All the modules on this course contain formal formative feedback sessions using the assessment 'fields', where you will receive written feedback on your progress.

Formative

You will receive formative feedback on your progress throughout the module in a number of ways. These will include (without being limited to):

- Peer Reviews
- Group Tutorials
- 1:1 instrumental or vocal tutorials
- Individual Progress Tutorials

Summative

As part of the assessment process at the end of the module you will receive summative feedback and tutor comments on your work. This feedback will help you to understand your how you performed on the module, clarify your strengths and identify areas for further consideration.

All forms of assessment also offer opportunities for 'feed forward', substantiating any articulation of your current level of achievement.