

Module 04A Performance Education 2

Stage								8
Semester								1,2
Module Title								Performance Education 2
Module Number								4A
Module Status								Mandatory for Certificate in Music Teaching
Module ECTS Credits								5
Module NFQ level								8
Pre-Requisite Module Titles								Grade 8 Instrumental Performance Grade 6 Theory
Co-Requisite Module Titles								1,2,3,5,6
Capstone Module?								No
List of Module Teaching Personnel								Gloria Mulhall, Rory Pierce, Jan de Vries
Contact Hours					Non Contact Hours		Total Effort (hours)	
18					82		100	
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work		
9	6	3		20		62		
Allocation of Marks (Within the Module)								
	Continuous Assessment	Project	Practical	Final Examination	Total			
Percentage Contribution	30	40	30		100			

Intended Module Learning Outcomes

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

1. Demonstrate a comprehensive knowledge of the historical and stylistic context of the repertoire for their principal instrument.
2. Display versatility in performance of different musical genres and confidently embrace less familiar musical genres into his or her teaching practice/placement.
3. Perform practical keyboard skills in various styles and musical traditions (on second or principal instrument) for use in accompaniment and keyboard arrangements.

Module Objectives

This module aims to:

- Encourage the learner to explore new material and repertoire on their principal instrument.
- Develop the learner's knowledge of style, form and historical context of the standard repertoire for their principal instrument.
- Advance and develop the aural and improvisational skills of the learner, with a view to improving musicianship and teaching skills.
- Allow the learner to develop methods of teaching music theory from an aural and practical perspective.
- Ensure that the learner has the proficiency in keyboard skills required for successful instrumental and vocal teaching.

Module Curriculum:

Part 1: Repertoire in Context

Performing and contextualising repertoire in relation to style, form and historical period

Part 2: Generic Keyboard skills

Keyboard skills focusing on the active use of modal system, cycle of fifths, scales, chord notation. Developing accompaniment skills

Part 3: Keyboard Skills-Jazz, Blues and Popular Music

Exploring models for teaching Jazz, Blues and Popular music; Developing improvisational skills.

Module Learning Environment

The theoretical aspects of this module are taught in lectures theatres and the practical aspects by means of workshops in the keyboard lab.

Module Teaching and Learning Strategy

This module is delivered through a series of lectures, practical keyboard workshops and through tutor-led discussions, group-work sessions and exercises; supplemented by structured web-based resources and reading. Tutorials providing individual and group based support are also provided.

Module Assessment Strategy

This module combines elements of formative and summative assessment. There is one written assignment (40%), a practical keyboard skill exam (30%), a programme of unit-based continuous assessment (30%).

Sample Assessment with Rubrics

Element Number	Weighting	Type	Description
1	(40%)	Written assignment	Repertoire in Context
2	(30%)	Practical Exam	Generic keyboard skills.
3	(30%)	Continuous Assessment	Jazz, Blues and Popular Music keyboard skills

Reading lists and other learning materials

Essential Reading

De Vries, J. 2011 *A modular Approach to Blues and Jazz for piano: workbook 1*, Dublin: Jan de Vries.

Recommended Reading

Berkowitz, S., 2011. *A new approach to sight singing*, New York: W.W. Norton.

Bowman, D. & Terry, P., 1993. *Aural matters: A student's guide to aural perception at advanced level*, Mainz: Schott.

Coker, J. 1997. *Elements of the jazz language for the developing improviser*, CA: Alfred Publishing Company.

Haunschild, F., 1997. *The new harmony book: a musical workbook for classical, rock, pop and jazz music*, Brühl: Mel Bay.

Levine, M. 1990 *The jazz piano book*, Petaluma: Sher Music Co.

Negus, K., 2004. *Popular music in theory: an introduction*, Cambridge: Polity Press.

Richards, T., 2005. *Exploring jazz piano: harmony, technique, improvisation*, London: Schott.

Spruce, G., 2002. *Aspects of teaching secondary music: perspectives on practice*, London: Routledge.

Spruce, G. ed., 1996. *Teaching music*, London: Open University.

Secondary Reading

Borthwick, S. & Moy, R., 2004. *Popular music genres: an introduction*, Edinburgh: Edinburgh University Press.

Bruser, M., 1997. *The art of practicing: a guide to making music from the heart*, New York: Bell Tower.

Cook, N. & Everist, M., 2001. *Rethinking music*, Oxford: Oxford University Press.

Inglis, I., 2003. *Popular music and film*, London: Wallflower.

Longhurst, B., 2009. *Popular music and society*, Cambridge: Polity Press.

McPherson, G. & Parncutt, R., 2002. *The science and psychology of music performance: creative strategies for teaching and learning*, Oxford: Oxford University Press.