

(Updated Spring 2016) **UK Level: 4
UK Credits: 15**

PREREQUISITES:	MU 2053 APPLIED MUSIC III												
CATALOG DESCRIPTION:	The course offers individual instrumental/vocal instruction, developing musical understanding, creativity and a range of technical and interpretive skills. In addition to weekly lessons, students gain valuable presentation experience at the Music Forum Performance Lab. The minimum standard of proficiency as reflected in repertoire selections is aligned, but not limited to ABRSM Grade 7. More advanced repertoire is encouraged and may be selected from other sources.												
RATIONALE:	This course provides the instruction required for the development of skills in instrumental/vocal performance. The study of performance cultivates mind-body coordination, physical skills involved in singing or playing an instrument, and artistic and critical awareness. Students develop perception, reasoning and judgment involved in preparing and presenting a performance. This is an essential course to a music performance program.												
LEARNING OUTCOMES:	<p>After successfully completing this course students should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate the ability to perform appropriate repertoire, showing a range of technical skills, musical and stylistic understanding. 2. show understanding of instructor feedback and progress in the development of fundamental critical skills. 3. describe and discuss one's own goals, progress and individual practice. 4. take part in the Music Forum activities and events, demonstrating understanding of appropriate communication, preparation, presentation and performance etiquette skills. 												
METHOD OF TEACHING AND LEARNING:	<p>In accordance with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> • Weekly individual instruction • Reflective practice journal • Listening assignments • Performance experience and peer feedback at weekly Music Forum Performance Lab • Attendance and participation in concerts, workshops, master classes, and other relevant Music events • Blackboard: a learning management system where announcements and additional resources are posted • Office hours: students are encouraged to make use of the Music Forum instructor's office hours, where they may ask questions, discuss the practice journal, and receive feedback on their progress 												
ASSESSMENT:	<table border="1" style="width: 100%;"> <tr> <td colspan="2">Summative:</td> </tr> <tr> <td style="width: 70%;">First assessment: Evaluation by two jury members 70% summative 10 minute performance exam (recorded document) 30% progress mark (evaluation by applied instructor)</td> <td style="text-align: center;">80%</td> </tr> <tr> <td>Second assessment: Evaluation by Music Forum Lab Instructor Music Forum and Portfolio</td> <td style="text-align: center;">20%</td> </tr> <tr> <td colspan="2">Formative:</td> </tr> <tr> <td>Applied Music Instructor: Gives an assessment of performance and progress</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Music Forum Instructor: Journal review and feedback on Music Forum participation</td> <td style="text-align: center;">0</td> </tr> </table> <p>First assessment assesses learning outcomes 1, 2. The first learning outcome is assessed through a juried performance exam, and the second by the instructor. Second assessment assesses learning outcomes 3, 4. These are assessed through the reflective practice journal and the participation in the Music Forum Lab</p>	Summative:		First assessment: Evaluation by two jury members 70% summative 10 minute performance exam (recorded document) 30% progress mark (evaluation by applied instructor)	80%	Second assessment: Evaluation by Music Forum Lab Instructor Music Forum and Portfolio	20%	Formative:		Applied Music Instructor: Gives an assessment of performance and progress	0	Music Forum Instructor: Journal review and feedback on Music Forum participation	0
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INDICATIVE READING:	REQUIRED READING: RECOMMENDED READING:
INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)	REQUIRED MATERIAL: Instructional materials include etudes books, technical skill building books and performance repertoire as assigned by instrumental/vocal instructors according to the individual student needs. RECOMMENDED MATERIAL:
REQUIRED MATERIAL:	INSTRUMENTAL REQUIREMENTS: Student must own or rent their own instruments and keep them in good repair. The College does not provide instruments or individual practice space. Students may practice in the teaching studios outside of class hours.
COMMUNICATION REQUIREMENTS	Blackboard and an active ACG-mail account
WWW RESOURCES	www.abrsm.org www.oxfordmusiconline.com (<i>The New Grove Online</i>) www.rilm.org (<i>International Repertory of Music Literature</i>)
INDICATIVE CONTENT:	Specialized instrumental/vocal instructor in weekly individual instruction: <ol style="list-style-type: none"> 1. Reflective practice journal: setting goals with instructor, reviewing feedback, reflecting on progress and levels of achievement, (instructor signs each week) 2. Repertoire selection 3. Development of technical skills, musical understanding, and stylistic awareness 4. Performance skills <p>Music Forum Instructor</p> <p>II. Music Forum Performance Lab</p> <ol style="list-style-type: none"> 1. Student performances: development of performance skills concert preparation and rehearsals. Informal discussions on various topics including: <ul style="list-style-type: none"> • Giving helpful feedback to peers • Understanding performance standards and levels of preparation • Practice tips • Developing musical awareness • Musical style • Focus and memory • Dealing with nervousness • Communicating and projecting musical meaning • Communicating with collaborators on and off stage • Stage presence and performance etiquette 2. Special music events: workshops, master classes, guest speakers and guest performances 3. Reflective practice journal: <ul style="list-style-type: none"> • Setting goals and keeping record of repertoire, practice time, instructor and peer comments. • Listening to your own performances: developing critical awareness • Reflecting on one's own work and progress