1. **Title of the module**

CMAT5020 Analysing Musical Genre

1. **School or partner institution which will be responsible for management of the module**

Centre for Music and Audio Technology

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Term 1

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Option module for BA (Hons) Music, Performance and Production

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. demonstrate knowledge and critical understanding of well-established twentieth century and contemporary music genres;
3. use a range of techniques to undertake critical analysis of key genres and their associated musical outputs;
4. demonstrate a critical awareness of the cultural, social and commercial aspects of music genre studies;
5. understand the systems by which genres develop, grow and gain prominence within local, national and global communities.
6. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
7. use data effectively by utilising appropriate forms of analysis to interpret and present relevant information;
8. utilise appropriate technology for information gathering and research;
9. display an openness to alternative ideas and ways of thinking and to demonstrate flexibility of thought.
10. **A synopsis of the curriculum**

This module provides a scholarly perspective on the development of twentieth-century and recent musical genres. Different musical styles will be compared and analysed, and their wider contexts will be considered. The cultural, social and commercial development of genres will also be examined.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Holt, F. (2007) *Genre in Popular Music*. Chicago: University of Chicago Press.

Lena, J. C. (2014) *Banding Together: How Communities Create Genres in Popular Music*. Princeton: Princeton University Press.

Meier, L. (2016) *Popular Music as Promotion: Music and Branding in the Digital Age*. Cambridge: Polity Press

Shuker, R. (2017) *Popular Music: The Key Concepts*. London: Routledge.

Wall, T. (2013) *Studying Popular Music Culture*. London: Sage

1. **Learning and teaching methods**

This module will be taught by means of lectures, seminars and a feedback tutorial.

Contact hours: 22

Independent study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods
2. Analysis of musical examples (1000 words plus diagrams) 40%

(2) Essay (1800 words) 60%

13.2 Reassessment methods

(1) Analytical Essay (2800 words plus musical examples and diagrams) 100%

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Feedback tutorial | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |
| Analysis | **X** | **X** |  |  | **X** | **X** | **X** |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Centre recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

Musical examples will be primarily from European and American traditions, however, musical genres are often informed by music from other cultures around the world and these influences will be discussed during the module. The globalisation of music genre by the international music industry will be explored and students will develop an understanding of how local and regional styles of music relate to international markets.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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