

Programme Specification

I. Programme Details

Programme title	Music & [...]			
Possible combinations	African Studies Arabic Burmese Chinese Development Studies Hebrew History History of Art/Archaeology Indonesia Japanese Japanese Studies Korean Linguistics Middle Eastern Studies Persian Social Anthropology South Asian Studies South East Asian Studies Study of Religions Swahili Thai Turkish Vietnamese			
Final award <i>(exit awards will be made as outlined in the Taught Degree Regulations)</i>	BA	<input checked="" type="checkbox"/>	MA	<input type="checkbox"/>
	BSc	<input type="checkbox"/>	MSc	<input type="checkbox"/>
	Other ...	<input type="checkbox"/>		
Mode of delivery	Distance-learning	<input type="checkbox"/>	On-campus	<input checked="" type="checkbox"/>
Professional body accreditation <i>(if applicable)</i>	n/a			
Academic year this specification was created	2016/17			
Dates of any subsequent amendments				

II. Programme Aims: What will the programme allow you to achieve?

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| <ol style="list-style-type: none"> 1. To develop knowledge of Music in its practical, theoretical, historical, social and other aspects, with particular reference to the musics of Asia and Africa and the associated diaspora communities; and to develop understanding of these cultures and communities through Music. 2. To provide a foundation for further study at postgraduate level and for professional employment. |
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III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

Learning Outcomes: Knowledge	
<ol style="list-style-type: none"> 1. Music of Asia and Africa. This is broadly defined to include: music from the major regions covered by the School, namely Africa, Near and Middle East, South and South-east Asia, East Asia and Central Asia; the music of diasporic cultures of Asian and African origin; and Asian and African contributions to global developments in music. 2. The principles and methods that may be applied to the study of any music in its cultural setting, and the problems and insights that arise when we compare musics on a worldwide basis; i.e. the theory and methods of ethnomusicology. 3. The repertoire, structures, history, theory, and processes of creation, performance, and transmission of specific musics of Asia and Africa. 4. Music as a social phenomenon, and its capacity for expressing and defining social relationships, cultural meanings and individual and group identities. 5. The relationship of music to other aspects of culture such as history, religion and philosophy, language and literature, politics and economics, etc., leading to greater awareness and understanding of the cultures of Asia and Africa and of the roles of music in human experience. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Lectures and seminars. • Musical performance and composition. • Student presentations. • Virtual Learning Environment, on-line resources and CAL. • Library work – reading and listening. • Studio work – recording, editing. • Fieldwork – recording, interviewing, participant observation. 	<ul style="list-style-type: none"> • Unseen written examinations, including Listening examinations. • Exercises (formative assessment) and coursework (summative assessment). • Independent study projects and extended essays. • Performance examinations, including live musical performance and a viva voce element. • Student presentations.

Learning Outcomes: Intellectual (thinking) skills
<p>To varying degrees depending on the module combination chosen by the student, s/he will acquire skills including:</p> <ol style="list-style-type: none"> 1. the ability to confront, explore and assimilate unfamiliar musical sounds, concepts, repertoires and practices. 2. the ability to relate music to its historical, social, cultural, political, philosophical, economic, spiritual and religious context, and to relate processes of change in music to historical, social and other factors; 3. the ability to assess concepts, hypotheses and methodologies critically in the light of evidence, and to apply insights and discoveries in one area of study to another; 4. the ability to call upon a wide knowledge and experience of the repertoire(s) studied and compare musics cross-culturally; 5. the ability to understand theoretical and aesthetic systems and relate theory and practice to each other; 6. the ability to assimilate relevant scholarly literature and relate its insights to the practice and experience of music.

Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> as above 	<ul style="list-style-type: none"> as above

Learning Outcomes: Subject-based practical skills	
<p>To varying degrees depending on the module combination chosen by the student, s/he will acquire skills including:</p> <ol style="list-style-type: none"> 1. Music analytical skills, including aural recognition of musical structures and styles, and ability to understand and use music notation. 2. Performance to a basic or more advanced level on an instrument or instruments of Asia or Africa (including voice), or of a repertoire with Asian/African roots. Performance skills include: the physical skills required to play an instrument; ability to play in time, in tune, and in the appropriate style; skills of memorization, improvisation, ensemble playing etc.; and awareness of the cultural behaviour appropriate to the instrument and music concerned. 3. Manipulation of audio, video and digital materials, and use of recording and camera equipment in the studio and in the field. 4. Library research skills, and skills of writing and oral presentation. 5. Ability to combine musical knowledge with an understanding of the global market environment for music. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> Practical skills are acquired through lectures, private study, CAL, on-line resources and library research; assessed by coursework and listening examinations; group or private performance tuition; assessed by coursework, performance and viva voce examination. Studio and equipment training, assessed by coursework and independent study projects. Exercises, student presentations and coursework with written/oral feedback from tutors, and assessed through Independent Study Projects and other coursework. 	

Learning Outcomes: Transferrable skills
<p>Intellectual transferable skills:</p> <ol style="list-style-type: none"> 1. skills of research and exploration; gathering, synthesis and evaluation of evidence, including the ability to quote from and acknowledge written sources; the ability to examine assumptions critically in the light of evidence; the ability to employ reasoning and logic in order to analyse data, and to formulate relevant arguments and hypotheses; and the ability to express, interpret and discuss such analyses, arguments and hypotheses; <p>Practical transferable skills:</p> <ol style="list-style-type: none"> 1. ability to synthesise inputs (materials, knowledge, instinct, tradition) in order to generate informed and personally owned outputs in written, aural or practical format; 2. ability to work as an integrated member of a team, to respond to partnership and leadership, and to lead others in team-work (as in ensemble/choral performance, and leading such groups);

<ol style="list-style-type: none"> 3. skills in public presentation (as in musical performance and oral presentation); 4. IT skills including word processing, use of online and CD-ROM/DVD-ROM information sources, and use of studio and field audio/video recording equipment; 5. language skills, including as appropriate the study of one or more foreign languages; 6. an appropriate outlook and experience for work in multi-cultural environments; 7. awareness of issues within the arts world as they affect the promotion and performance of Asian and African music. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Transferable skills are learned throughout the curriculum; in particular, through coursework, independent study projects and written examinations, and through practical training, performance examinations, student presentations, coursework, independent study projects, open options and written examinations. 	

General statement on contact hours – undergraduate programmes
<p>All full-time undergraduate programmes consist of 120 credits per year, in modules of 30 or 15 credits. They are taught over 10 or 20 weeks. The programme structure shows which modules are compulsory and which optional.</p> <p>As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see https://www.soas.ac.uk/admissions/ug/teaching/). It will also include class time, which may include lectures, seminars and other classes. Some subjects, such as learning a language, have more class time than others. In the School of Arts, most undergraduate modules have a one- or two-hour lecture or seminar every week. Some, but not all, also have a 1-hour seminar or tutorial every week.</p> <p>More information is on the page for each module.</p>

BA Music & [...] (2020 entry)

Over the course of a three-year degree, students must complete 360 credits. These can be split evenly between both subjects (180/180), or be varied between the two subjects if the programme structure gives scope for this. Students must have at least 150 credits in one subject (with a maximum of 240 credits being possible) and 120 credits in the other subject (with a maximum of 210 credits being possible) in order to be awarded a two-subject degree. The subject in which the higher amount of credits has been passed will be named first on the final degree awarded.

Year 1	credits	15	+	15	+	15	+	15	+	60
	module code	155800071		158100012		155800062		155800089		
	module title	Sounds and Cultures		Writing Across the Arts		Performance 1b: ensembles		Decolonising Pop: K-Pop and Beyond		
	FHEQ	level 4		level 4		level 4		level 4		
	status	compulsory module		compulsory module		compulsory module		compulsory module		second subject

Year 2	credits	15	+	15	+	30	+	60
	module code	155800065		from list of Area modules below		30		from list of Music modules at King's College London
	module title	Ethnomusicology: Themes and Variations		from list of Area modules below		OR		from list of Music modules at King's College London
	FHEQ	level 5		compulsory module		guided option*		guided option*
	status	compulsory module		compulsory module		OR		from list of Music modules below

Year 3	credits	15	+	15	+	30	+	60
	module code	155800083		from list of Area modules below		30		from list of Music modules at King's College London
	module title	Urban Soundscapes		from list of Area modules below		OR		from list of Music modules at King's College London
	FHEQ	level 6		compulsory module		guided option*		guided option*
	status	compulsory module		compulsory module		OR		from list of Music modules below

30

from list of Music
modules below

guided option*

List of modules (subject to availability)**Area modules**

FHEQ level	Code	Title	Credits
Year 2 and 3 Area Modules			
6	155800093	Classical singing in India: continuity and change	15 Other Music (Including generic, regional and performance modules)
6	158100005	Sound, Text, and Image in South Asian Arts	15 Other Music (Including generic, regional and performance modules)
6	158100006	Music and travel on the Silk Road	15 Other Music (Including generic, regional and performance modules)
??	155800096	Music in Africa: Critical Listening - The Mande World	15 Other Music (Including generic, regional and performance modules)
??	158100007	Music in Africa: Musical Crosscurrents in East Africa and the Indian Ocean	15 Other Music (Including generic, regional and performance modules)
6	155800092	Music, Religion and Society in the Middle East and North Africa	15 Other Music (Including generic, regional and performance modules)
5	155800086	Music and Sound Art in South Asian Religions	15 Other Music (Including generic, regional and performance modules)
5	155800080	Music and Religion in South East Asia	15 Other Music (Including generic, regional and performance modules)
5	155800078	Musical Traditions of East Asia	15 Other Music (Including generic, regional and performance modules)
5	155800095	Atlantic Africa: (P)Layers of Mediation in African Popular Music (UG)	15 Popular Music
5	155800091	Jaffa: Music and Urbanism in the Contested Middle East	15 Popular Music
6	155800077	Pop and Politics in East Asia	15 Popular Music
5	155800058	The World of Cuban Music	15 Popular Music
5	155800074	Music of the Jews of Arab Lands	15 Popular Music
Year 2 and 3 General Modules			
6	158100001	Arts, Culture and Commodification: Themes in the Global Creative and Cultural Industries	15 Other Music (Including generic, regional and performance modules)
6	155800082	Composition	15 Other Music (Including generic, regional and performance modules)
6	158100002	Key Concepts in Cultural Theory	15 Other Music (Including generic, regional and performance modules)
6	158100004	Curating Global Arts	15 Other Music (Including generic, regional and performance modules)
6	155800073	Gender and Music	15 Other Music (Including generic, regional and performance modules)
??	155800088	Directed Study in Popular Music	15 Popular Music
5	155800084	Global Hip-Hop	15 Popular Music
5	155800069	Introduction to Sound Recording	15 Skills
5	155800076	Presenting World Music On Radio	15 Skills
Project Modules			
5	155800066	Extended Essay in Music 1	15 Other Music (Including generic, regional and performance modules)
Performance Modules			
5	155800042	Performance 2	15 Other Music (Including generic, regional and performance modules)
5	155800045	Performance 3	30 Other Music (Including generic, regional and performance modules)