University of Huddersfield Repository

Pulman, Mark

Rehearsing Popular Music In A Band

Original Citation

Pulman, Mark (2011) Rehearsing Popular Music In A Band. In: Stepping Out Of The Shadows, 5th April 2011, Guildhall School of Music and Drama, London. (Unpublished)

This version is available at http://eprints.hud.ac.uk/10101/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/

Conference: STEPPING OUT OF THE SHADOWS
Guildhall School of Music & Drama 5th April 2011

Rehearsing popular music in a band

Dr Mark Pulman
University of Huddersfield

Rehearsing Popular Music in a Band

This presentation is about…

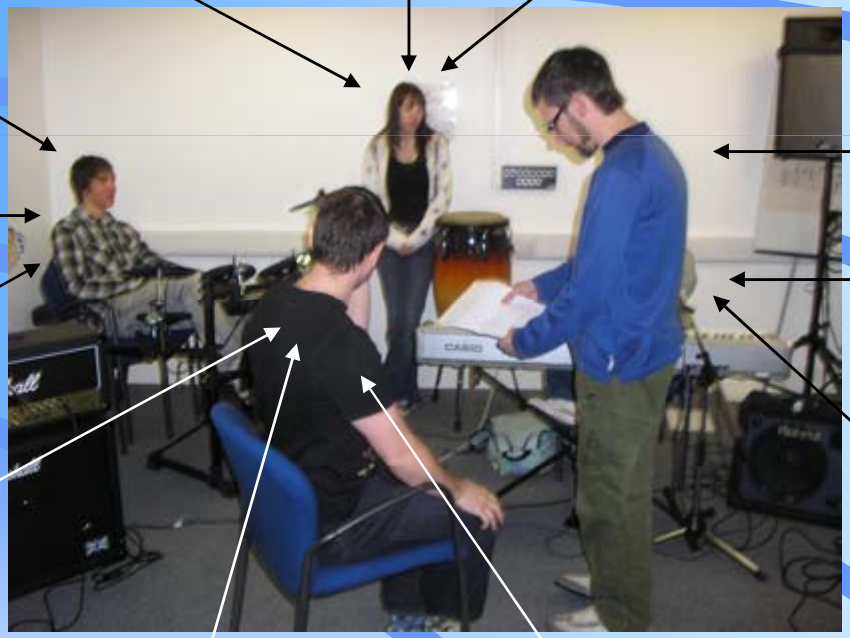
- the research process, individual, collaborative, institutional and development

- the outcomes for individual and institution, rather than research findings

Tutor As a Band Member

- Band rehearsing and performance modules
- Invitations to join bands
- Supporting learning
- Tutor as equal band member rather than MD
- Entering their life-world
- Ethnographic experience stimulates research

An ‘Interpersonal Underworld’



Willingness to help others?

Verbal contribution?

Creative input ?

Personal responsibility?

Interpersonal skills?

Able to listen to the others?

Give and take?

Effective leadership - an Alpha Male?

Open to ideas?

Gives constructive feedback?

Patience?

Able to accept feedback appropriately?

Module Evaluation

Performance Management – a year one module includes rehearsing and performing for 3 gigs:
'*Christmas Party*' (for a club)
'*Venues and Audiences*' (at schools) '*Tribute evening*' (in a pub)

Thoughts/ideas for improving practice?

Informed by practitioner research?

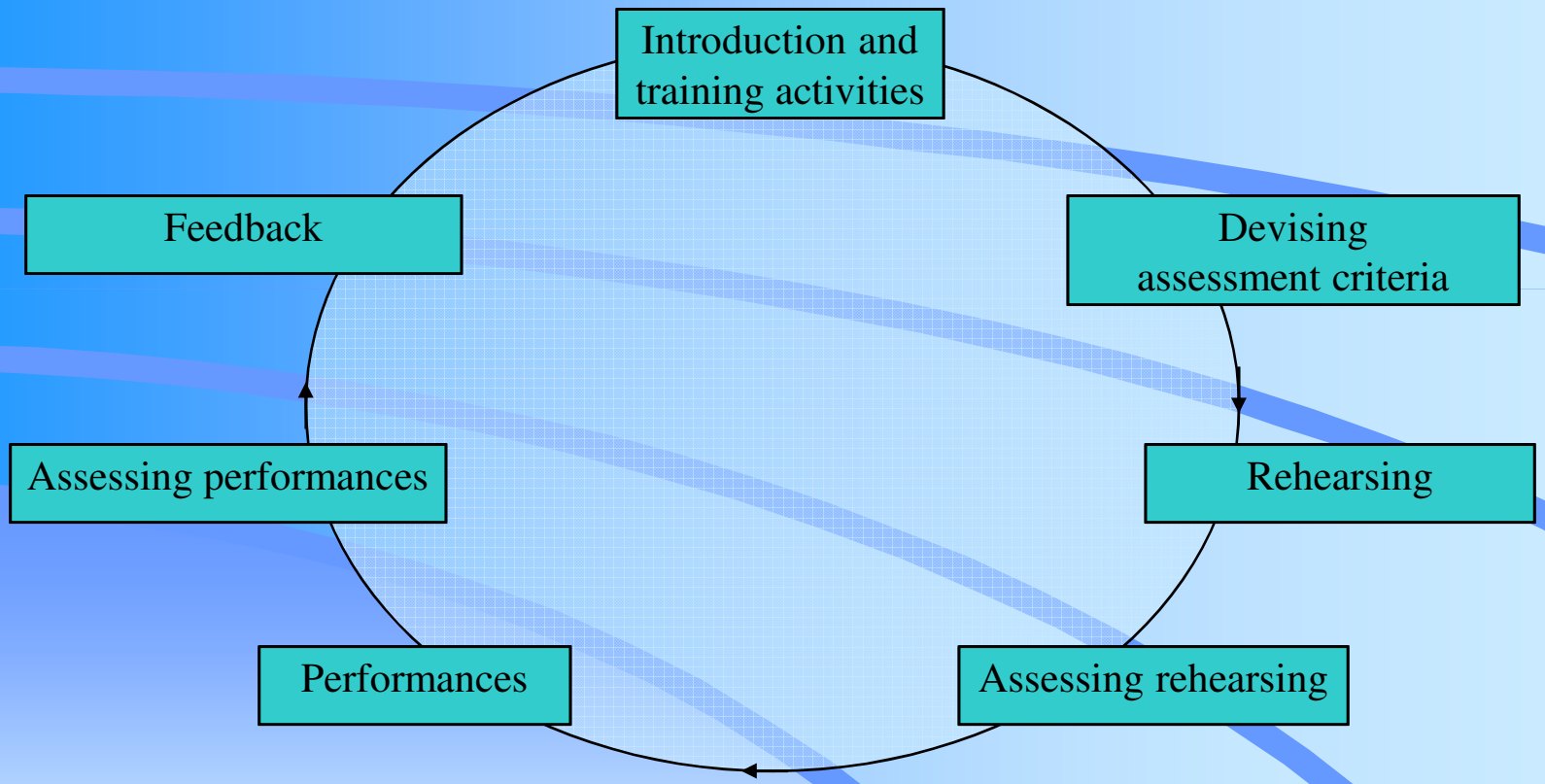
Thoughts and Ideas

Involve students in the ownership of the assessment
Employ a peer learning and assessment system for the rehearsals
Use third year student peer panels to assess band performances
Improve my practice and build confidence in these techniques

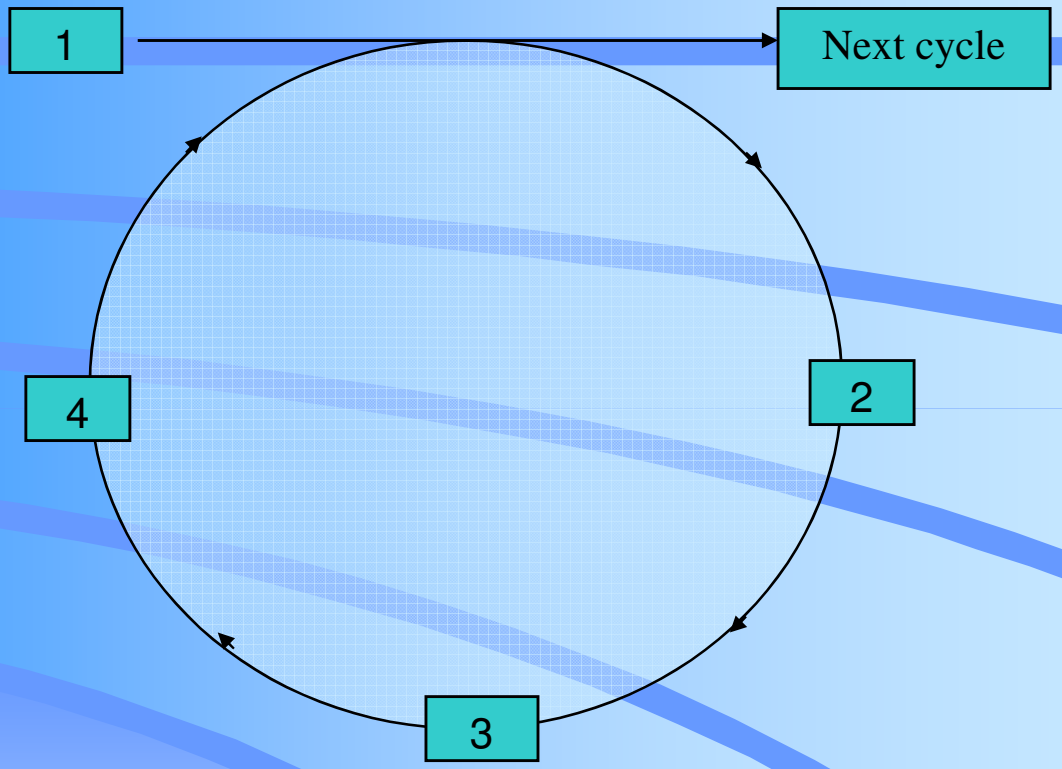
Performance Management

A year one module

The *Performance Management* 'Rehearsing and Performing' Cycle

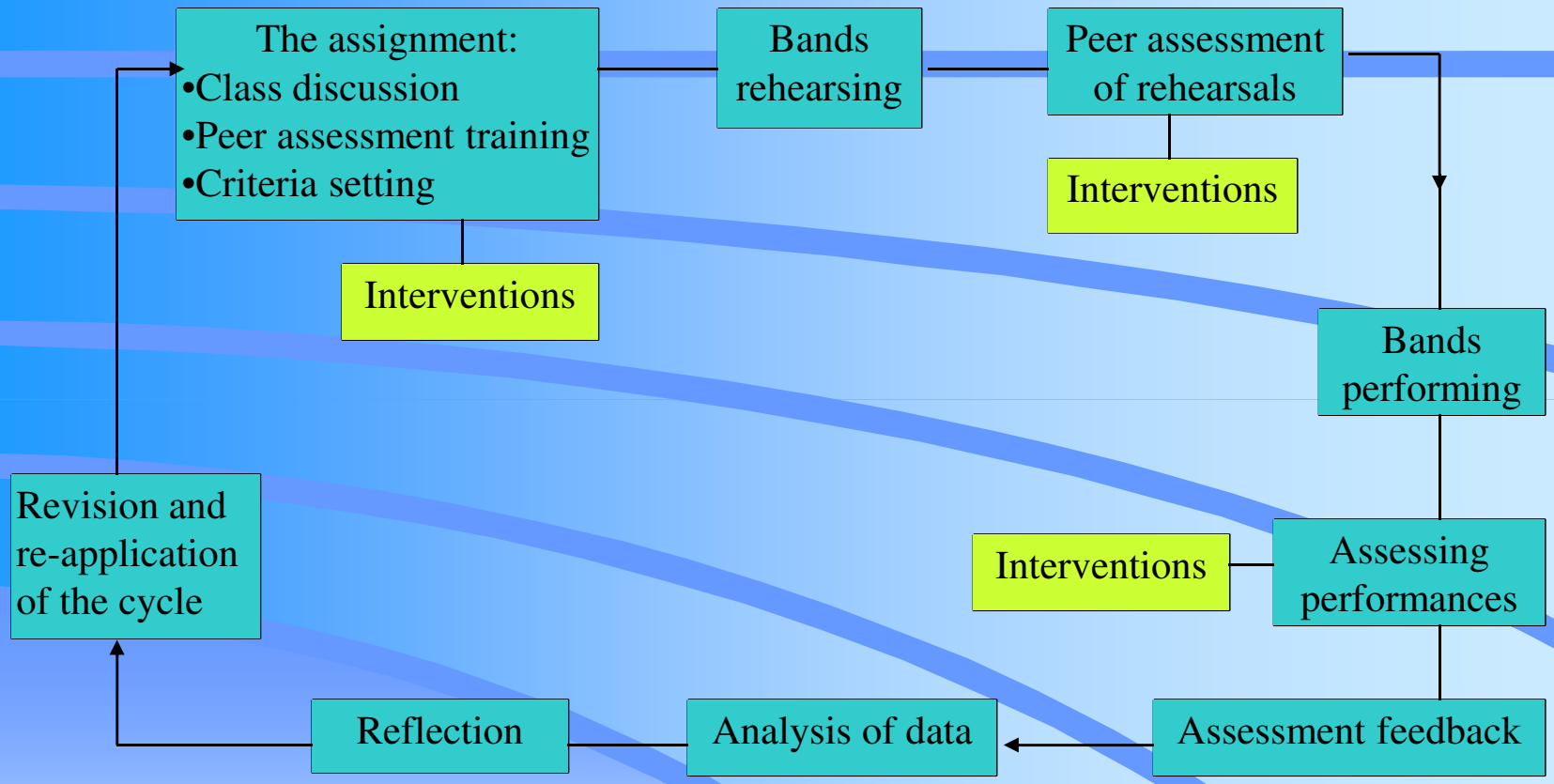


An Action Research Cycle



1.Planning the activities
2.Action (rehearsing and performing)
3.Collecting data (assessments, observations, interviews, etc)
4.Reflecting (evaluating learning and tutor practice)

My Action Research Cycle



Interventions

Examples of interventions

- changing the method of assessment and assessment criteria
- altering the sequence or timing of the peer assessment
- altering how the senior student peer panels assess the performances

Considerations

- does the intervention disadvantage any bands/members?
- are there occasions where no interventions should be made, in order to clarify, compare, or corroborate any effects?

Interventions:

Method of assessment

Formulation of the peer assessment criteria

Peer Feedback Form

Did everyone contribute equally? If so, each member of the group should be given 25 % if the band is a four-piece (or 20% if the band is a five-piece, etc). If two members of the group contributed significantly more than their colleagues the distribution of % weighting might reflect this in the following allocation: 15+15+35+35. Allocate a mark for each member of the group. Ensure that marks together total 100%.

Band member	%	Band member	%	Band member	%
1(self)		3		5	
2		4		6	

Peer Feedback Form

Comment on your mark that you awarded to yourself:

……..

Which **two** personal qualities or attributes in rehearsals do you think you could improve?

(i)----------

(ii)----------

Which personal quality or attribute do you think was your strength?

Comment on the mark that you awarded to band member 2:

……

Which **two** personal qualities or attributes in rehearsals do you think they could improve?

(i)----------

(ii)----------

Which personal quality/attribute do you think was their strength?

Name: *Robbie Williams*

Please name **three personal attributes or qualities** ('personal weaknesses') that you believe can be **developed/ improved** in your rehearsing	
1	*Patience with others in Take That!*
2	*More focus and concentration*
3	*Learning my part at home*
Please list two personal attributes or qualities ('personal weaknesses') for each of your previous band members that you believe they can develop/improve	
Lady Gaga	***Being a team member*** ***Responsible for learning lyrics ahead of rehearsal***
Eric Clapton	***Being more open to feedback*** ***Contributing more ideas***
Bono	***More willing to help band mates*** ***Listening to others' views***
Chad Smith	***Being enthusiastic*** ***Confidence***

Self Selected Personal Attributes

Please name **three personal attributes or qualities**, which, in your rehearsing, you think **you** can **improve or develop** in yourself over the next few weeks. Describe what is the opposite/negative of each.

1……

Opposite……

2……

Opposite……

3……

Opposite……

Example of a Completed Peer Feedback Form

Mark out of 5	'Personal weaknesses' that you wish to improve							
1 = poor 2 = below average 3 = neutral 4 = above average 5 = excellent	Open to feedback Or Blinkered	Willing to help others Or Doesn't help others	Enthusiastic Or Lacking enthusiasm	Team member Or Control freak	Confident Or Lacking confidence	Learns lyrics Or Leaving it until last minute	Listening to others Or Ignores others	Contributing ideas Or Too quiet
L Gaga	x	x	x	3/5	x	4/5	x	3/5
E Clapton	3/5	x	x	x	3/5	x	x	2/5
Bono	3/5	1/5	x	x	x	x	3/5	x
C Smith	x	5/5	4/5	x	5/5	x	x	x

Group Agreed Attributes

Please describe three group qualities/attributes that you as a band agree are important to you and on which you will try to improve or develop in rehearsing and be used as peer assessment criteria:

1……

2……

3……

Describe the opposite/negative of each of these:

1……..

2……..

3……..

I agree to these personal attributes being used as peer assessment criteria.

Name …….. Date……

‘Personal weaknesses’ devised by the band for each member

Please name three qualities/attributes or ‘personal weaknesses’ that as a band you all agree _____ should try to develop/improve in rehearsing:

1……
2……
3……

Describe the opposite/negative of each of these three:

1……..……..
2……
3……

I agree to these personal attributes to be used as assessment criteria for rehearsing with my next band.

Signed…… Date……

Other interventions:

Altering the place in the cycle where band members carry out their peer assessments

- after the final rehearsal, before the gig?
- after the performance, before receiving feedback about it?
- after the performance, after receiving feedback about it?

Further interventions:

Changing the assessment methods with which the peer panels assess the band performances

- assess collaboratively as a panel?
- assess individually and then try to reach agreement as a panel?
- assess using category weighted criteria?
- assess using holistic criteria?

Rehearsing and Performing Cycles

- 32 cycles between 2000-2011
- Year one undergraduate popular music students
- *Performance Management* group module
- University of Huddersfield

Spirals of Cycles

Cycles 1-3 (2000-2001)

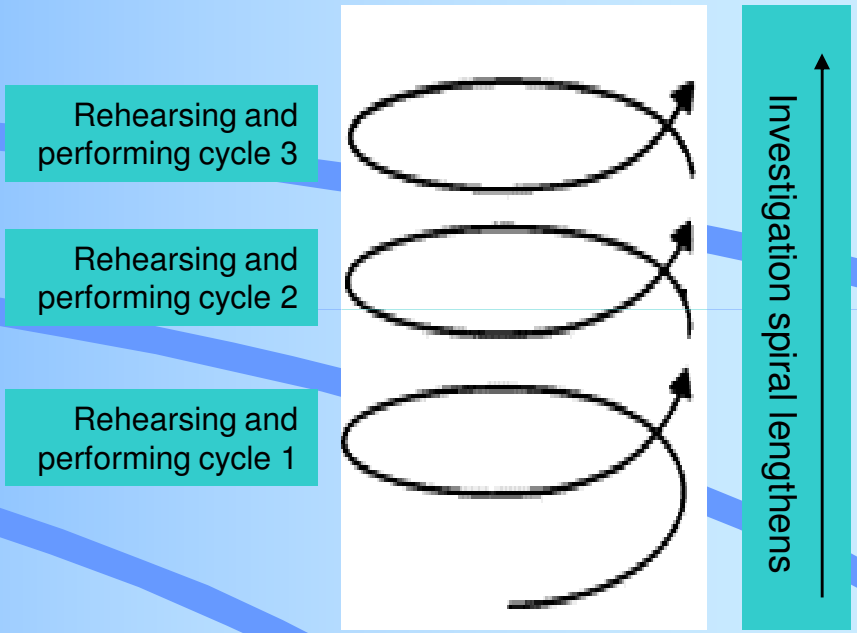
Cycles 4-6 (2001-2002)

Cycles 7-9 (2002-2003)

Cycles 10-12 (2003-2004)

Cycles 13-15 (2004-2005)

Cycles 16-32 (2006-2011)



Data Collection and Analysis

Data collection methods	Analysis procedures
Quantitative peer assessment data	Correlation analysis
Interviews with band members	Grounded Theory
Direct tutor participant observation	Thematic Analysis

Barriers and Problems

- Peer assessment is a time consuming process
- Occasional student absence in peer assessment activities leading to incomplete data
- Learning process for tutor
- Balancing and integrating **Tutor** and **Researcher** roles

Outcomes for Institution

- Module evaluation
- Peer learning process model

Outcomes for My Practice

Student ownership

Transparency

Agreement

Trust

A Moral Dimension

Honesty

Belief in peer learning/assessment

Outcomes for My Research

Practice based research

Appropriating course/module cycles

Action Research

Interventions

Mixed methods

Publication of findings

End of Presentation

Contact /comments to:

Dr Mark Pulman

Senior Lecturer in Popular Music

University of Huddersfield

01226 644254

m.pulman@hud.ac.uk