This popular annual Michaelmas Term outreach project was designed initially to tackle issues associated with confidence deficits relating to public performance amongst undergraduate music education students, as well as to support the development of artistic and enterprise skills relating to musical performance. The participants comprise Junior Sophister School of Education undergraduate students enrolled in the Bachelor in Music Education degree course. Despite this being a selective course with a high level of musicianship, it had been noted that students' stagecraft was lacking. In response, the project organised a series of free lunchtime concerts staged within the university. These events were used to raise issues of performance management, both physical (space, audience, etc.) and aesthetic (musicality, etc.), and to prepare students for performance in both group and solo contexts. Inputs from academia and the arts were made to highlight key principles of performance. The students maintained detailed reflective logs of the experience of managing, staging and participating in a lunchtime performance as a member of a randomly-assigned music group. A major aim of this research was to address musical principles and practices as a focus for performance pedagogy. The findings and outcomes in terms of the participant experience, the theoretical framework for the study, and an outline of the principal components of performance pedagogy for development in future pedagogical contexts have been disseminated at international conferences in Rome and Budapest, and have been published in academic journals such as *Trinity Occasional Paper No. 6*, a forthcoming *International Journal of Arts in Society*, and a forthcoming book.