



# **CART12004 Music Production 4: Creative Songwriting and Production**

## **Term 2 - 2018**

Profile information current as at 30/04/2024 05:51 am

All details in this unit profile for CART12004 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

You will build upon your expanding knowledge of songwriting, continue to rehearse, record, and perform in ensembles, and attend classes in the technical aspects of stage. In the songwriting classes you explore a genre-agnostic view of practical song production methods from professional practice, addressing the four Ps of creative production: person, process, product and place. You will consider songwriting collaboration, copyright, creativity, evaluation and analysis, emulation, and flow for songwriting. You will examine processes of recording and public performance of your own songs. You will also undertake a class in the technical aspects of theatre production such as lighting and sound.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Prerequisite: CART12003 Music Production 3: Ensemble Performance and Intermediate Songwriting

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2018

- Cairns

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Practical Assessment**

Weighting: 25%

#### 2. **Portfolio**

Weighting: 30%

#### 3. **Portfolio**

Weighting: 30%

#### 4. **Practical Assessment**

Weighting: 15%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Evaluate songwriting process models in their style of focus
2. Creatively collaborate with other songwriters or industry elements
3. Reflectively self-evaluate creative process through metacognitive thinking
4. Compose, produce, and perform an integrated song product
5. Apply technical stage skills such as stage lighting, sound, and stage management

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
<b>1 - Performance - 40%</b>				•	
<b>2 - Portfolio - 30%</b>		•		•	
<b>3 - Presentation - 10%</b>					•
<b>4 - Reflective Practice Assignment - 20%</b>	•		•		

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>1 - Communication</b>	•	•	•	•	
<b>2 - Problem Solving</b>	•	•	•		
<b>3 - Critical Thinking</b>	•	•	•	•	
<b>4 - Information Literacy</b>	•	•	•	•	
<b>5 - Team Work</b>		•			
<b>6 - Information Technology Competence</b>		•			
<b>7 - Cross Cultural Competence</b>					
<b>8 - Ethical practice</b>					
<b>9 - Social Innovation</b>					

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>					

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>1 - Performance - 40%</b>	•	•	•		•					
<b>2 - Portfolio - 30%</b>	•	•	•	•	•					
<b>3 - Presentation - 10%</b>	•	•	•	•	•					
<b>4 - Reflective Practice Assignment - 20%</b>	•	•	•	•						

## Textbooks and Resources

### Textbooks

CART12004

#### Supplementary

#### **Songwriting Strategies: A 360° Approach**

Edition: 1 (2014)

Authors: Mark Simos

Berklee Press

Boston , MA , USA

ISBN: 0-87639-151-X

Binding: eBook

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Patty Preece** Unit Coordinator

[p.preece@cqu.edu.au](mailto:p.preece@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Songwriting: Lead Sheet Writing Performance: Open Performance Lyric Class: Introduction to songwriting		

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Songwriting: Form (Chord progressions/harmonic progressions) Performance: Open Performance Lyric Class: Methodology and brainstorming		

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Songwriting: Form (Root movement) Performance: Open Performance Lyric Class: What is a song?	Pat Pattison: Essential Guide to Lyric and Form Structure, pg 82-88	

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Songwriting: Melody writing (motif) Performance: Open Performance Lyric Class: Lyrical building blocks	Pat Pattison: Essential Guide to Lyric and Form Structure, pg 88-98	

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Songwriting: Melody writing 2 (Motivic development) Performance: Open Performance		

### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Portfolio 1 Assessment due.
		<b>Song Analysis</b> Due: Vacation Week Friday (17 Aug 2018) 11:59 pm AEST

### Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Songwriting: Melody writing 3 Performance: Set 1 Lyric Class: The hook	Pat Pattison: Essential Guide to Lyric and Form Structure, pg 135 - 145	Performance assessment part 1

### Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Songwriting: Harmonisation 1 Performance: Open Performance Lyric Class: Write the song		

### Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Songwriting: Harmonisation 2 Performance: Open Performance Lyric Class: Phrasing technique Recording Workshop 1	Pat Pattison: Essential Guide to Lyric and Form Structure, pg 11 - 32	

**Week 9 - 10 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Songwriting: Harmonisation 3 Performance: Open Performance Lyric Class: Phrasing technique part 2 Recording Workshop 2		

**Week 10 - 17 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Songwriting: Workshop 1 Performance: Formal audition style performance (Set 2) Production: Theatre workshop 1 Lyric Class: Breaking the rhythm	Pat Pattison: Essential Guide to Lyric and Form Structure, pg 51-41	Performance assessment part 2

**Week 11 - 24 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Songwriting: Workshop 2 Performance: Open Performance Production: Theatre workshop 2 Lyric Class: Investigating closure in songwriting	Pat Pattison: Essential Guide to Lyric and Form Structure, pg 48 - 50	

**Week 12 - 01 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Songwriting: Workshop 3 Performance: Performance set 3 Production: Theatre workshop 3 Lyric Class: Advanced Rhyme	Pat Pattison: Essential Guide to Lyric and Form Structure, pg 52 - 74	Live Theatre Technical Production Assessment  <b>Ensemble Performance</b> Due: Week 12 Friday (5 Oct 2018) 11:00 am AEST

**Review/Exam Week - 08 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Original Composition and Reflective Report</b> Due: Review/Exam Week Wednesday (10 Oct 2018) 11:59 pm AEST <b>Live Theatre Technical Production</b> Due: Review/Exam Week Monday (8 Oct 2018) 2:00 pm AEST

**Exam Week - 15 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		Portfolio 2 Assessment due

## Assessment Tasks

### 1 Ensemble Performance

**Assessment Type**

Practical Assessment

**Task Description**

This assessment item involves you rehearsing for and presenting a variety of practical performance based events through participation in a music ensemble. The ensemble repertoire should include some original compositions written by ensemble members. The musical set should be 10-15 minutes in length.

Students are expected to approach their field of study in a professional and conscientious manner. This involves seeking to attain the highest possible standards of achievement. Each ensemble has a number of scheduled rehearsals per week, supervised and self-directed.

It is a requirement of this unit that students maintain high levels of attendance at rehearsals and performances. Failing to do so will negatively affect student results in this assessment item. Students should aim to be characterised by

punctuality to classes, lessons, rehearsals and performances. It is expected that students take an active role in their musical education, demonstrating initiative in developing an effective practise schedule and a positive work ethic towards the established curriculum.

There will be two separate performances throughout the term.

Performance Set 1: Week 6 during class time

Performance Set 2: Week 10 during class time

### **Assessment Due Date**

Week 12 Friday (5 Oct 2018) 11:00 am AEST

Performance Set 1: Week 6 during class time. Performance Set 2: Week 10 during class time

### **Return Date to Students**

Exam Week Friday (19 Oct 2018)

Feedback will be given once moderation is complete.

### **Weighting**

25%

### **Assessment Criteria**

Musical Skills

- Accuracy of intonation and quality of tone - 10%
- Accuracy of balance and appropriate dynamic shaping - 5%
- Accuracy of articulation and rhythm - 10%
- Appropriateness of stylistic phrasing - 10%
- Degree of musical interaction and quality of interpretation - 10%
- Degree of memorization of lyrics, harmony, melody and arrangement - 5%

Professionalism

- Degree of initiative in completing tasks in a variety of technical, creative and performance areas - 10%
- Degree of focus, concentration and attention during rehearsals and performance - 10%
- Ability to take direction and apply concepts in rehearsal and performance - 10%
- Degree of preparedness and punctuality, including transcriptions/arrangements and individual practice - 10%

### **General**

- Ensemble rehearsal and performance attendance and participation - 10%

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

No submission method provided.

### **Learning Outcomes Assessed**

- Compose, produce, and perform an integrated song product

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Team Work

## **2 Song Analysis**

### **Assessment Type**

Portfolio

### **Task Description**

You are to choose a popular song from the following list of artists and write a 1000 word analysis. The artists you may choose from are Joni Mitchell, Paul Simon, Stevie Wonder, Nick Cave, Adele, Katy Perry and Archie Roach. Your analysis should consider the purpose of the song and its place in the artistic output of the writer. Further to this you should consider:

- Harmonic progression
- Lyrical content

- Form
- Motif

Your analysis should use primary sources to support your argument. Your assessment (1000 words) must be submitted as a Microsoft Word Document (.docx) and:

- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- May use sub-headings to organise your assignment clearly
- Must adhere to the CQUniversity APA Style Guide.

#### **Assessment Due Date**

Vacation Week Friday (17 Aug 2018) 11:59 pm AEST

#### **Return Date to Students**

Week 7 Friday (31 Aug 2018)

Feedback will be given once moderation is complete.

#### **Weighting**

30%

#### **Assessment Criteria**

Appropriate description of musical material (20%)

Appropriate description of lyrics (20%)

Development of argument (20%)

All submission criteria met (20%)

Use of primary sources to support argument or theme (20%)

#### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Evaluate songwriting process models in their style of focus
- Creatively collaborate with other songwriters or industry elements
- Reflectively self-evaluate creative process through metacognitive thinking
- Compose, produce, and perform an integrated song product

#### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work

## **3 Original Composition and Reflective Report**

#### **Assessment Type**

Portfolio

#### **Task Description**

Task:

You are to submit a creative portfolio of your own during this unit. The folio is to consist of:

1. An audio recording of an original song.
2. A reflective report.

#### **The Song**

The composition will be no more than 4 minutes in length and contain both music and lyrical elements developed over the term. It is not a requirement that you play every instrument on the recording of your song. You may enlist the services of peers in your cohort to act as 'session musicians' to perform musical accompaniment as required. For example, if you are not a singer and have written lyrics, you may ask a fellow student to sing on the recorded version of



your song.

All sounds will be recorded, edited and mixed and demonstrate genre specific production techniques. Recordings will be topped and tailed and free from extraneous noise. Your final bounce will be a stereo mix of your signals with a peak level of no more than -6dBFS.

### **The Reflective Report**

You are also required to submit a reflective report describing the creative process behind the composition and reflecting upon any issues encountered. This report may be in the form of a weekly reflective journal and be no more than 1000 words in length. Your reflective report:

- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- May use sub-headings to organise your assignment clearly
- Must adhere to the CQ University APA Style Guide.

### **Submission Requirements**

You are required to submit:

- A lyric sheet
- A lead sheet
- A recording of your composition (wav format)
- Reflective report (1000 words)

### **Assessment Due Date**

Review/Exam Week Wednesday (10 Oct 2018) 11:59 pm AEST

### **Return Date to Students**

Exam Week Monday (15 Oct 2018)

Feedback will be given once moderation is complete.

### **Weighting**

30%

### **Assessment Criteria**

#### **Song (50%)**

- Suitable and appropriate use of rhyme (10%)
- Competent and informed word usage (10%)
- Construction of appropriate song narrative (10%)
- Contextually appropriate harmony (5%)
- Musical and technically informed melody (10%)
- Lead sheet presentation (5%)

#### **Reflective Report (25%)**

- Sources of ideas, information and feedback are acknowledged (10%)
- Evidence of reflection on one's own practice (15%)

#### **Audio Recording (25%)**

- Recorded signals are free from extraneous noise and distortion (5%)
- Recording demonstrates appropriate microphone choice and placement (5%)
- Mixing - Balance is achieved throughout the recording (5%)
  - Equalisation is well-implemented and effective (2.5%)
  - Panning is well-implemented and effective (2.5%)
  - Compression is well-implemented and effective (2.5%)
  - Reverb is well-implemented and effective (2.5%)

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Learning Outcomes Assessed**

- Evaluate songwriting process models in their style of focus
- Creatively collaborate with other songwriters or industry elements
- Reflectively self-evaluate creative process through metacognitive thinking

- Compose, produce, and perform an integrated song product

#### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work

## **4 Live Theatre Technical Production**

#### **Assessment Type**

Practical Assessment

#### **Task Description**

##### **Task**

You will be required to work in a small team to plan and run a live theatre production in a venue. Your tutor will arrange the venue and performers for you to work with.

As a team you will be required to:

- Develop an event plan, including a stage plot, lighting plot and running sheet
- Liaise with the producer to ascertain production requirements
- Discuss the risks associated with the event and develop a risk management strategy

For the performance you will be assigned a role and be required to fulfil the tasks of that role. Tasks will include the following:

- Install a full PA system in the venue
- Tune the PA system to suit the room so that all problem frequencies are managed

Install radio microphones

Create a balanced mix of microphones and sound effects

Launch sound effect cues according to a script

Bump out all equipment at the end of the event

#### **Submission requirements**

As a group submission, you will be required to submit your event plan, risk management strategy, stage plot and running sheet as a zipped pdf document 1 week prior to the event.

#### **Assessment Due Date**

Review/Exam Week Monday (8 Oct 2018) 2:00 pm AEST

The exact production time will be notified during class time

#### **Return Date to Students**

Review/Exam Week Friday (12 Oct 2018)

Grades will be given once moderation is complete.

#### **Weighting**

15%

#### **Assessment Criteria**

Develop a plan (30%)

Working cooperatively with all group members (20%)

Fulfil the required tasks of assigned role (20%)

Demonstrates effective communication with group members (15%)

Collaborate with key stakeholders to produce a public work (15%)

#### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Apply technical stage skills such as stage lighting, sound, and stage management.

#### **Graduate Attributes**

- Communication
- Problem Solving

- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### **What is a breach of academic integrity?**

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### **Why is academic integrity important?**

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### **Where can I get assistance?**

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### **What can you do to act with integrity?**

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem