MUSC10278 *History of Western Art Music 1*
Term 1 - 2017

All details in this unit profile for MUSC10278 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

In this unit you will study the history and cultural development of western art music in the 17th and 18th centuries. Your studies will focus on prominent musicians, composers and their repertoire; important forms and instruments; aural characteristics of the music, as well as the technological, sociological and political events that influenced musical trends during this period.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
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 1 - 2017

- Distance

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. **Written Assessment**
Weighting: 25%
2. **Written Assessment**
Weighting: 25%
3. **Written Assessment**
Weighting: 25%
4. **Written Assessment**
Weighting: 25%

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.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Email

Feedback
The course fulfils all requirements.

Recommendation
The course will be reviewed at the end of Term 2.

Action
The course was reviewed at the end of Term 2.

Unit Learning Outcomes

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

1. Describe the important musical, structural and aural characteristics of western art music of the 17th and 18th centuries
2. Describe the contribution of significant composers and musicians to the development of western art music of the 17th and 18th centuries
3. Contextualise the principal stylistic trends of western art music within the important social and political movements of the 17th and 18th centuries

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — N/A Level | ○ Introductory Level | ○ Intermediate Level | ● Graduate Level | ○ Professional Level | ○ Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 25%	●	●	●
2 - Written Assessment - 25%	●	●	●
3 - Written Assessment - 25%	●	●	●
4 - Written Assessment - 25%	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	●	●	●

Graduate Attributes	Learning Outcomes		
	1	**2**	**3**
2 - Problem Solving			
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence			
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1 - Written Assessment - 25%	•		•	•						
2 - Written Assessment - 25%	•		•	•						
3 - Written Assessment - 25%	•		•	•						
4 - Written Assessment - 25%	•		•	•						

Textbooks and Resources

Textbooks

MUSC10278

Prescribed

A History of Western Art Music
Edition: 9th (2014)
Authors: Burkholder, J.P., Grout, D.J., Palisca, C.V.
W.W. Norton
New York , USA
ISBN: 978-0-393-91829-8
Binding: Hardcover

Additional Textbook Information
Students may purchase any published version of this book: paperback, hardcover or 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

Nicole Thomson Unit Coordinator
n.thomson@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1		

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2		

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2		

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4		

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4		

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5		**Worksheets 1 and 2** Due: Week 6 Tuesday (18 Apr 2017) 11:45 pm AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6		

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7		**Research Assignment 1** Due: Week 8 Monday (1 May 2017) 11:45 pm AEST

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7		

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 8		

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 8		

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 9		**Worksheets 3 and 4** Due: Week 12 Monday (29 May 2017) 11:45 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Research Assignment 2 Due: Exam Week Monday (12 June 2017) 11:45 pm AEST

Assessment Tasks

1 Worksheets 1 and 2

Assessment Type
Written Assessment

Task Description
Worksheet 1:
Due Date: Friday 31st March 2017

Length: 600-700 words

- Compare the music of the Protestant church and the music of the Roman Catholic church written in the early 1600s by providing an overview of the religious compositions of 2 composers, one from the Protestant tradition and one from the Roman Catholic tradition.

- Discuss the types of religious music composed by these composers, its purpose, and the musical groupings required to perform these compositions.

- Provide excerpts from musical scores to support your discussion.

Worksheet 2:
Due Date: Tuesday 18th April 2017
Length: 600-700 words
Dance music in the 1600s

- Compare the different components of the Baroque dance suite as it was commonly used in at least two different European countries.
- Outline the roots and development of music for two different dances that became part of the Baroque period dance suite.
- For what instruments/groupings were Baroque dance suites composed?
- Provide relevant excerpts from music scores to illustrate your discussion.

Assessment Due Date
Week 6 Tuesday (18 Apr 2017) 11:45 pm AEST
Due dates for worksheets are included in the Task Description for this assessment item.

Return Date to Students
Week 8 Friday (5 May 2017)
7-14 days after the submission of worksheets

Weighting
25%

Assessment Criteria
The assessment criteria are as follows:

- Clear introduction and conclusion (10%)
- Accuracy of information provided (30%)
- Ability to synthesise information in a precise and relevant manner (30%)
- Inclusion of relevant music score examples (10%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)
- Correct use of APA style for the in-text referencing and reference list (10%)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Submit through Moodle Site.

Learning Outcomes Assessed

- Describe the important musical, structural and aural characteristics of western art music of the 17th and 18th centuries
- Describe the contribution of significant composers and musicians to the development of western art music of the 17th and 18th centuries
- Contextualise the principal stylistic trends of western art music within the important social and political movements of the 17th and 18th centuries

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Research Assignment 1

Assessment Type
Written Assessment

Task Description

The legacy of Johann Sebastian Bach and Antonio Vivaldi

Antonio Vivaldi had a great influence on Johann Sebastian Bach
Task:

- Write an assignment that _compares_ their styles of composition.

- Include the following:
    - Social, economic and cultural influences that may have effected their works
    - The forms of music in which they wrote
    - The direct influence that Vivaldi had on Bach's compositional styles.
    - Chose one work from each composer of the same genre (suite, concerto, sonata, etc) and compare their compositional styles and harmonic devices.
    - Draw conclusions as to why Bach's influence on later generations of composers had more influence than that of Vivaldi.
    - Conclude with a summary of the musical inheritance that each of the two composers left to their respective following generation of musicians.
    - Include primary source material where possible.

Assessment Due Date
Week 8 Monday (1 May 2017) 11:45 pm AEST

Return Date to Students
Week 10 Friday (19 May 2017)

Weighting
25%

Assessment Criteria

- Clear introduction and conclusion (10%)
- Accuracy of information and depth of treatment of the topic (25%)
- Detailed discussion on the music with relevant music examples provided (30%)
- Ability to write clearly and logically (15%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)
- Correct use of APA style for the in-text referencing and reference list (10%)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Submit through the Moodle site

Learning Outcomes Assessed

- Describe the important musical, structural and aural characteristics of western art music of the 17th and 18th centuries
- Describe the contribution of significant composers and musicians to the development of western art music of the 17th and 18th centuries
- Contextualise the principal stylistic trends of western art music within the important social and political movements of the 17th and 18th centuries

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

3 Worksheets 3 and 4

Assessment Type
Written Assessment

Task Description
Worksheet 3:
Due Date: Monday 15th May 2017
Length: 600-700 words
The development of opera from the Baroque period to the Classical period

- What were some of the reforms Gluck introduced to Baroque opera, and why did he feel these were necessary?
- How did Pergolesi's opera *La Serva Padrona* differ from the *opera seria* in the Baroque period?
- How did Mozart's comic operas challenge political and social norms of his time?

- Provide specific examples and excerpts from music scores to illustrate your discussion.

Worksheet 4:
Due Date: Monday 29th May 2017
Length: 600-700 words
The development of the classical symphony

- Discuss the way the Baroque suite evolved into the classical symphony, with specific examples by various composers from both periods.
- Describe the form of the classical symphony, and each of the movements, as developed by Haydn and Mozart.
- Describe the changes in the orchestra from the Baroque period (orchestral works by J.S. Bach) to the classical period (orchestral works of Haydn and Mozart).
- Include excerpts from relevant music scores to illustrate your discussion.

Assessment Due Date
Week 12 Monday (29 May 2017) 11:45 pm AEST
Due dates for worksheets are included in the Task Description for this assessment item.

Return Date to Students
Exam Week Friday (16 June 2017)
7-14 days after the submission of worksheets

Weighting
25%

Assessment Criteria
The assessment criteria are as follows:

- Clear introduction and conclusion (10%)
- Accuracy of information provided (30%)
- Ability to synthesise information in a precise and relevant manner (30%)
- Inclusion of relevant music score examples (10%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)
- Correct use of APA style for the in-text referencing and reference list (10%)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Submit online through the Moodle website.

Learning Outcomes Assessed

- Describe the important musical, structural and aural characteristics of western art music of the 17th and 18th centuries
- Describe the contribution of significant composers and musicians to the development of western art music of the 17th and 18th centuries
- Contextualise the principal stylistic trends of western art music within the important social and political movements of the 17th and 18th centuries

Graduate Attributes

- Communication

- Critical Thinking
- Information Literacy

4 Research Assignment 2

Assessment Type
Written Assessment

Task Description

<u>**Patronage in Music**</u>

Most composers in the 18th century relied on the patronage of either aristocrats, wealthy merchants or the church to survive financially.

Choose three composers of the classical period and **<u>compare</u>**:

- Their differing levels and conditions of patronage (ie whether they were employed full-time, on a commission basis, etc);
- How this method of employment benefited or restrained their artistic outputs;
- How each of them managed their compositional outputs in regard to the obligations of patronage;
- The types of compositions that they produced and how patronage influenced this output;
- Include music score excerpts from their works to illustrate the points of your discussion.

Also include in your assignment some research background on the patrons themselves and the reasons for them engaging the composers.

Make sure that this assignment is not simply an historical research document, but a COMPARISON between the composers and their creative works influenced by the system of patronage.

Assessment Due Date
Exam Week Monday (12 June 2017) 11:45 pm AEST

Return Date to Students
Exam Week Friday (16 June 2017)

Weighting
25%

Assessment Criteria
The assessment criteria are as follows:

- Clear introduction and conclusion (10%)
- Accuracy of information and depth of treatment of the topic (25%)
- Detailed discussion on the music with relevant music examples provided (30%)
- Ability to write clearly and logically (15%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)
- Correct use of APA style for the in-text referencing and reference list (10%)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Submit online through the Moodle website.

Learning Outcomes Assessed

- Describe the important musical, structural and aural characteristics of western art music of the 17th and 18th centuries
- Describe the contribution of significant composers and musicians to the development of western art music of the 17th and 18th centuries
- Contextualise the principal stylistic trends of western art music within the important social and political movements of the 17th and 18th centuries

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

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