



MUSC10278 *History of Western Art Music 1*

Term 1 - 2021

Profile information current as at 01/07/2022 02:43 pm

All details in this unit profile for MUSC10278 have been officially approved by CQU University 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 - 2021

- Online

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: 30%

2. **Written Assessment**

Weighting: 30%

3. **Written Assessment**

Weighting: 40%

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

Maintaining communication with students throughout the term, as this unit does not have a regular tutorial.

Recommendation

To maintain general communication through the News Forum in Moodle, and direct communication with individual students as required.

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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 30%	•	•	•
2 - Written Assessment - 30%	•	•	•
3 - Written Assessment - 40%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving			
3 - Critical Thinking	•	•	•

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - 30%	•		•	•						
2 - Written Assessment - 30%	•		•	•						
3 - Written Assessment - 40%	•		•	•						

Textbooks and Resources

Textbooks

MUSC10278

Prescribed

A History of Western Music

Edition: 10th ISE (2019)

Authors: Burkholder , Peter

WW Norton & Co

New York , NY , USA

ISBN: 9780393668155

Binding: Paperback

Additional Textbook Information

Copies can be purchased at the CQUni Bookshop here; <http://booskhop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- CQUniveristy Library Resources

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Nicole Thomson Unit Coordinator

n.thomson@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 - Introduction to the Baroque		

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2- Baroque Vocal Music		

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 - Baroque Vocal Music		

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3 - Early Baroque Instrumental Music and National Styles		

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4 - The High Baroque		Assessment 1: Worksheet 1 Due: Week 5 Friday (9 Apr 2021) 11:45 pm AEST

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5 - Introduction to the Eighteenth Century		

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6 - Music Theatre in the Classical Period		

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7 - Instrumental Music in the Classical Period		Assessment 2: Worksheet 2 Due: Week 8 Friday (7 May 2021) 11:45 pm AEST

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7 - Instrumental Music in the Classical Period		
Week 10 - 17 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 8 - Mozart		
Week 11 - 24 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 8 - Mozart		
Week 12 - 31 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 8 - Mozart		
Review/Exam Week - 07 Jun 2021		
Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3: Research Assignment Due: Review/Exam Week Friday (11 June 2021) 11:45 pm AEST
Exam Week - 14 Jun 2021		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Welcome to this course where you will study the music from the late 1500s to the end of the 1800s, the Baroque through to the Classical period. This period produced some of the greatest composers of all time and their music is still heard and much loved to this day. By studying this music, you will gain a greater understanding of this music, its influence in its own time, and its enduring significance for the development of music in our own time.

Assessment Tasks

1 Assessment 1: Worksheet 1

Assessment Type

Written Assessment

Task Description

Task: Written worksheet

Weighting: 30% of term result

Length: 700-1200 words

Choose one of the following two topics and write about them:

1) Baroque Studies Topics 1 - 2: 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.

1) Baroque Studies Topics 1 - 2: 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 instrument/s groupings were Baroque dance suites composed?
- Provide relevant excerpts from music scores to illustrate your discussion.

Presentation:

- This assignment is to be saved as a Word document and submitted online through the course website.
- Use 12 point Times New Roman font.
- Provide a clear introduction and conclusion.
- Sub-headings may be used as appropriate.
- Excerpts from music scores should be included in the body of the text wherever possible, not as an appendix.
- All excerpts from music scores, diagrams and pictures should include an in-text reference, and full details included in the Reference List.

Word Count:

- The word count is considered from the first word of the introduction to the last word of the conclusion.
- It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Reference List & In-text referencing:

- You should make use of in-text referencing throughout the assignment to show where you have sourced your information.
- Every assignment should include a reference list. This reference list can include the textbook as well as other readings you may have used. It should include all book, journal articles (including electronic journal articles from databases), newspaper articles, scores, scripts, music recordings, video recordings and references from electronic sources.
- The referencing style is the **APA Style, 7th Edition**.
- The CQU library website has sections of Referencing using this style.

Before you submit your assignment

Please make sure your name and student number is clearly marked on the assignment.

Assessment Due Date

Week 5 Friday (9 Apr 2021) 11:45 pm AEST

Submit online via Moodle

Return Date to Students

Assessment and Feedback will be returned via Moodle

Weighting

30%

Assessment Criteria

Assessment criteria:

- 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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit online via Moodle

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 Assessment 2: Worksheet 2

Assessment Type

Written Assessment

Task Description

Task: Written worksheet

Weighting: 30% of term result

Length: 700-1200 words

Choose ONE of the following TWO topics and write about them:

1) 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.

2) The development of the classical symphony

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

Presentation:

- Excerpts from music scores should be included in the body of the text wherever possible, not as an appendix.
- Sub-headings may be used as appropriate.
- Provide a clear introduction and conclusion.
- Use 12 point Times New Roman font.
- This assignment is to be saved as a Word document and submitted online through the course website.

- All excerpts from music scores, diagrams and pictures should include an in-text reference, and full details included in the Reference List.

Word Count:

- The word count is considered from the first word of the introduction to the last word of the conclusion.
- It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Reference List & In-text referencing:

- You should make use of in-text referencing throughout the assignment to show where you have sourced your information.
- Every assignment should include a reference list. This reference list can include the textbook as well as other readings you may have used. It should include all book, journal articles (including electronic journal articles from databases), newspaper articles, scores, scripts, music recordings, video recordings and references from electronic sources
- The referencing style is the **APA Style, 7th Edition**.
- The CQU library website has sections of Referencing using this style.

Before you submit your assignment

Please make sure your name and student number is clearly marked on the assignment.

Assessment Due Date

Week 8 Friday (7 May 2021) 11:45 pm AEST

Submit online via Moodle

Return Date to Students

Assessment and Feedback will be returned via Moodle

Weighting

30%

Assessment Criteria

Assessment criteria:

- 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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit online via Moodle

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 Assessment 3: Research Assignment

Assessment Type

Written Assessment

Task Description

Task: Research assignment

Length: 2000-2200 words

Weighting: 40% of term result

Choose ONE of the following TWO research topics to write about:

1) The legacy of Johann Sebastian Bach and Antonio Vivaldi, and the influence of Antonio Vivaldi on Johann Sebastian Bach

- Write an assignment that *compares* the styles of composition of Johann Sebastian Bach with Antonio Vivaldi.
- 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 to support your discussion. This will be excerpts from relevant music scores.

2) Patronage in music

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 **compare**:

- 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.

Presentation:

- This assignment is to be saved as a Word document and submitted online through the course website.
- Use 12 point Times New Roman font.
- Sub-headings may be used as appropriate.
- Excerpts from music scores should be included in the body of the text wherever possible, not as an appendix.
- All excerpts from music scores, diagrams and pictures should include an in-text reference, and full details included in the Reference List.

Word Count:

- The word count is considered from the first word of the introduction to the last word of the conclusion.
- It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Reference List:

- Every assignment should include a reference list. This reference list can include the textbook as well as other readings you may have used.
- The **Reference List** is an important part of your assignment and must be presented correctly. It should include all book, journal articles (including electronic journal articles from databases), newspaper articles, scores, scripts, music recordings, video recordings and references from electronic sources.
- The referencing style is the **APA Style, 7th Edition**.
- The CQU library website has sections of Referencing using this style.

Before you submit your assignment

Please make sure your name and student number is clearly marked on the assignment.

Assessment Due Date

Review/Exam Week Friday (11 June 2021) 11:45 pm AEST

Submit online via Moodle

Return Date to Students

After the conclusion of the examination period

Weighting

40%

Assessment Criteria

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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit online via Moodle

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