



# MUSC11394 *Music Language Studies 1*

## Term 1 - 2018

Profile information current as at 13/05/2024 05:37 am

All details in this unit profile for MUSC11394 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 develop a knowledge and understanding of the materials of music derived from both the western art-music tradition and contemporary popular music styles. The unit integrates music theory, sight-reading and aural acuity elements covering introductory aspects of pitch, rhythm, pulse, tempo, articulation and expression. You will also gain introductory keyboard skills that relate to your musical development as singers.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

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 - 2018

- Mackay

#### 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: 10%

#### 2. **Written Assessment**

Weighting: 10%

#### 3. **Written Assessment**

Weighting: 10%

#### 4. **In-class Test(s)**

Weighting: 10%

#### 5. **In-class Test(s)**

Weighting: 20%

#### 6. **In-class Test(s)**

Weighting: 20%

#### 7. **In-class Test(s)**

Weighting: 20%

### 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 Moodle feedback

##### Feedback

Better align the aural class with the theory class.

##### Recommendation

Staff will ensure that the timing of the aural class material will match the content in the theory class.

## Unit Learning Outcomes

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

1. Recognise aural aspects of pitch, rhythm, pulse, tempo, articulation and expression within a variety of music styles derived from the western art-music tradition and contemporary popular music styles at an introductory level.
2. Sight-read simple rhythmic and melodic phrases derived from the western music tradition at an introductory level.
3. Perform simple pieces and exercises on the keyboard at an introductory level that relate to your musical development as a singer.
4. Complete music writing tasks using the basic rudiments of music relating to pitch, rhythm, keys, scales and chords as derived from the western art-music tradition and contemporary popular music styles at an introductory level.
5. Apply your knowledge of the basic rudiments of music relating to pitch, rhythm, keys, scales and chords to various introductory level music writing assignments.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 10%					•
2 - Written Assessment - 10%					•
3 - Written Assessment - 10%					•
4 - In-class Test(s) - 10%		•			
5 - In-class Test(s) - 20%	•				
6 - In-class Test(s) - 20%			•		
7 - In-class Test(s) - 20%				•	

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
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 - 10%	•	•	•			•				
2 - Written Assessment - 10%	•	•	•			•				
3 - Written Assessment - 10%	•	•	•			•				
4 - In-class Test(s) - 10%	•	•	•							
5 - In-class Test(s) - 20%	•	•	•							
6 - In-class Test(s) - 20%	•	•	•							
7 - In-class Test(s) - 20%	•	•	•							

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Finale Note Pad

## 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

**Peter McKenzie** Unit Coordinator  
[p.mckenzie@cqu.edu.au](mailto:p.mckenzie@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theory topic 1, Aural topic 1, Keyboard studies in class		

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theory topic 2, Aural topic 2, Keyboard studies in class		

### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theory topic 3, Aural topic 3, Keyboard studies in class		

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theory topic 4, Aural topic 4, Keyboard studies in class		<b>Written Assessment</b> Due: Week 4 Monday (26 Mar 2018) 11:45 pm AEST

### Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Intensive production week - no regular classes - performance week		

### Week 6 - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Intensive production week - no regular classes - performance week

### Week 7 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Intensive production week - no regular classes - performance week		

### Vacation Week - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week		

### Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theory topic 5, Aural topic 5, Keyboard studies in class		<b>Written Assessment</b> Due: Week 8 Monday (30 Apr 2018) 11:45 pm AEST

### Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theory topic 6, Aural topic 6, Keyboard studies in class		

### Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theory topic 7, Aural topic 7, Keyboard studies in class		

### Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theory topic 8, Aural topic 8, Keyboard studies in class		<b>Written Assessment</b> Due: Week 11 Monday (21 May 2018) 11:45 pm AEST

### Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theory topic 9, Aural topic 9, Keyboard studies in class		

### Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
		<b>In-class Test(s)</b> Due: Exam Week Friday (15 June 2018) 11:45 pm AEST <b>In-class Test(s)</b> Due: Exam Week Friday (15 June 2018) 11:45 pm AEST <b>In-class Test(s)</b> Due: Exam Week Friday (15 June 2018) 11:45 pm AEST <b>In-class Test(s)</b> Due: Exam Week Friday (15 June 2018) 11:45 pm AEST <b>In-class Test(s)</b> Due: Exam Week Friday (15 June 2018) 11:45 pm AEST

## Assessment Tasks

### 1 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

Music theory worksheet - rhythm

**Task:**

Create 6 original 16-bar rhythm patterns using **each** of the following time-signatures:

- simple duple
- simple triple
- simple quadruple
- compound duple
- compound triple
- compound quadruple

Each rhythm pattern must include examples of:

- rests
- dotted notes
- triplets or duplets
- semiquavers

**Assessment Due Date**

Week 4 Monday (26 Mar 2018) 11:45 pm AEST

**Return Date to Students**

Week 5 Monday (2 Apr 2018)

**Weighting**

10%

**Assessment Criteria**

Assessment criteria are as follows:

1. Accurate completion of each music theory task.
2. Appropriate use of music software to complete music theory task.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submit online through the Moodle website.

**Learning Outcomes Assessed**

- Apply your knowledge of the basic rudiments of music relating to pitch, rhythm, keys, scales and chords to various introductory level music writing assignments.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence

## 2 Written Assessment

**Assessment Type**

Written Assessment

**Task Description****Music theory worksheet - transcription and transposition****Task:**

1. Create a lead sheet of one of your vocal repertoire songs. The lead sheet consists of vocal line, words and chords. It should also include all repeats, tempo markings, title, composer, lyricist.
2. Transpose this song up a tone.
3. Transpose this song down a tone.
4. Present all 3 lead sheets as **PDF** for assessment.
5. Also upload a **scanned copy of the original song** from your vocal repertoire

**Assessment Due Date**

Week 8 Monday (30 Apr 2018) 11:45 pm AEST

**Return Date to Students**

Week 10 Monday (14 May 2018)

**Weighting**

10%

**Assessment Criteria**

Assessment criteria are as follows:

1. Accurate completion of each music theory task
2. Appropriate use of music software to complete music theory task.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submit online through the Moodle website.

**Learning Outcomes Assessed**

- Apply your knowledge of the basic rudiments of music relating to pitch, rhythm, keys, scales and chords to various introductory level music writing assignments.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence

### 3 Written Assessment

**Assessment Type**

Written Assessment

**Task Description**

Music theory worksheet - Composition

Task:

1. You will be provided with a 16 bar chord progression.
2. The rhythm will also be provided for you to use.
3. You must add notes to the provided rhythms in order to create the melody.
4. When choosing the notes, you must use chord tones (in any order or combination) that align with the provided chord progression.

**Assessment Due Date**

Week 11 Monday (21 May 2018) 11:45 pm AEST

**Return Date to Students**

Exam Week Monday (11 June 2018)

**Weighting**

10%

**Assessment Criteria**

The assessment criteria are as follows:

1. Accurate completion of the piece.
2. Correct usage of chord tones relating to the given progression.
3. Degree of creativity in composing the melody.

**Referencing Style**

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



**Submission**

Online

**Submission Instructions**

Submit online through the Moodle website.

**Learning Outcomes Assessed**

- Apply your knowledge of the basic rudiments of music relating to pitch, rhythm, keys, scales and chords to various introductory level music writing assignments.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence

## 4 In-class Test(s)

**Assessment Type**

In-class Test(s)

**Task Description**

Sight-reading test

This test will be conducted individually.

1. Clap a rhythm in simple time, 4 bars long
2. Clap a rhythm in compound time, 4 bars long
3. Sing a melody in simple time, 4 bars long
4. Sing a melody in compound time, 4 bars long

**Assessment Due Date**

Exam Week Friday (15 June 2018) 11:45 pm AEST

**Return Date to Students**

After examination week.

**Weighting**

10%

**Assessment Criteria**

The following assessment criteria are equally weighted:

- Accuracy and fluency of rhythmic sight-reading
- Accuracy and fluency of melodic sight-reading

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

Practical assessment

**Learning Outcomes Assessed**

- Sight-read simple rhythmic and melodic phrases derived from the western music tradition at an introductory level.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking

## 5 In-class Test(s)

**Assessment Type**

In-class Test(s)

**Task Description****Keyboard skills test**

Duration:15 minutes

**Tasks**

1. Accurately perform various scales and exercises.
2. Accurately perform the vocal warm-up exercises.
3. Accurately perform one piano piece hands together.
4. Accurately perform one piece from a lead sheet. You must also incorporate the rhythm and instrument options on your keyboard with this piece.
5. Accurately sing and play a song. This may be a pop song or music theatre song. You will need to perform the accompaniment yourself while singing. The accompaniment may be in the form of chords or something more complex.

The level of difficulty of each of the above tasks will be negotiated with the lecturer. Students with ability to play the piano will be expected to perform at a higher level than beginners.

**Assessment Due Date**

Exam Week Friday (15 June 2018) 11:45 pm AEST

**Return Date to Students**

After examination week.

**Weighting**

20%

**Assessment Criteria**

The following assessment criteria are equally weighted:

- Accuracy of performing the Level 1 vocal scales and exercises.
- Accuracy of performing the vocal warm-up exercises.
- Accuracy of performing one piano piece hands together.
- Accuracy of performing one piece from a lead sheet. You must also incorporate the rhythm and instrument options on your keyboard with this piece.
- Accuracy of singing and playing a song.

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

Practical assessment

**Learning Outcomes Assessed**

- Recognise aural aspects of pitch, rhythm, pulse, tempo, articulation and expression within a variety of music styles derived from the western art-music tradition and contemporary popular music styles at an introductory level.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking

## 6 In-class Test(s)

**Assessment Type**

In-class Test(s)

**Task Description****Music theory test**

This will be a short-answer test on music theory concepts found in the Music Theory workbook for this unit.

**Assessment Due Date**

Exam Week Friday (15 June 2018) 11:45 pm AEST

**Return Date to Students**

After examination week.

**Weighting**

20%

**Assessment Criteria**

Accurate completion of all music theory tasks.

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

In-class test

**Learning Outcomes Assessed**

- Perform simple pieces and exercises on the keyboard at an introductory level that relate to your musical development as a singer.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking

## 7 In-class Test(s)

**Assessment Type**

In-class Test(s)

**Task Description****Aural musicianship test**

This assessment will consist of a short answer test based on the aural musicianship concepts studied in this unit.

**Assessment Due Date**

Exam Week Friday (15 June 2018) 11:45 pm AEST

**Return Date to Students**

After examination week.

**Weighting**

20%

**Assessment Criteria**

Accurate completion of all aural musicianship tasks.

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

In-class test

**Learning Outcomes Assessed**

- Complete music writing tasks using the basic rudiments of music relating to pitch, rhythm, keys, scales and chords as derived from the western art-music tradition and contemporary popular music styles at an introductory level.

**Graduate Attributes**

- Communication

- Problem Solving
- Critical Thinking

## 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