



# MUSC11395 *Music Language Studies 2*

## Term 2 - 2020

Profile information current as at 13/05/2024 12:46 am

All details in this unit profile for MUSC11395 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 continue to develop your 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, harmony and expression.

#### 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

Prerequisite:- MUSC11394

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 - 2020

- 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. **Online Test**

Weighting: 10%

#### 5. **Online Test**

Weighting: 40%

#### 6. **Online Test**

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 Staff

##### Feedback

Topic workbook editing

##### Recommendation

The topic workbooks will undergo enhancements to modify the learning content in relation to modulation and melody notes. These topics will be refined to ensure the study materials are appropriate and industry linked for Music Theatre and to suit the timetable of 2020.

## 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 more complex level
2. Sight-read more complex rhythmic and melodic phrases derived from the western music tradition
3. Complete music writing tasks using more complex elements of music relating to pitch, rhythm, keys, scales, chords and harmony as derived from the western art-music and contemporary popular music styles
4. Apply your knowledge of the more complex elements of music relating to pitch, rhythm, keys, scales, chords and harmony to various 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
1 - Written Assessment - 10%			•	•
2 - Written Assessment - 10%			•	•
3 - Written Assessment - 10%			•	•
4 - Online Test - 10%		•		
5 - Online Test - 40%			•	
6 - Online Test - 20%	•			

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Online Test - 10%	•	•	•							
5 - Online Test - 40%	•	•	•							
6 - Online Test - 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)
- Professional Music Notation Software (Sibelius, Finale or MuseScore recommended)

## 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

**Peter McKenzie** Unit Coordinator

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

## Schedule

### Week 1 - 13 Jul 2020

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

### Week 2 - 20 Jul 2020

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

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3, Aural, Keyboard studies in class		<b>Written Assessment</b> Due: Week 3 Friday (31 July 2020) 11:59 pm AEST

### Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4, Aural, Keyboard studies in class		

### Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5, Aural, Keyboard studies in class		

### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Vacation Week

#### Week 6 - 24 Aug 2020

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

#### Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6, Aural, Keyboard studies in class		<b>Written Assessment</b> Due: Week 7 Friday (4 Sept 2020) 11:59 pm AEST

#### Week 8 - 07 Sep 2020

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

#### Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7, Aural topic 6, Keyboard studies in class		

#### Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 8, Aural, Keyboard studies in class		<b>Written Assessment</b> Due: Week 10 Friday (25 Sept 2020) 11:59 pm AEST

#### Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Revision		<b>Sight Singing</b> Due: Week 11 Friday (2 Oct 2020) 5:00 pm AEST <b>Music theory Test</b> Due: Week 11 Friday (2 Oct 2020) 5:00 pm AEST <b>Aural &amp; Keyboard</b> Due: Week 11 Friday (2 Oct 2020) 5:00 pm AEST

#### Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Intensive Production period		

#### Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Intensive Production period		

#### Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Intensive Production period		

## Term Specific Information

It is strongly encouraged that students purchase the music notation software *Sibelius* to complete the assessments in this unit. *Sibelius* can be purchased in full or by annual subscription. The Moodle unit site contains the relevant purchase/set up information. Any questions, please contact the unit coordinator Peter McKenzie: p.mckenzie@cqu.edu.au

## Assessment Tasks

# 1 Written Assessment

## Assessment Type

Written Assessment

## Task Description

### Music theory worksheet 1 - Music Composition

1. Students will be provided with a 16 bar chord progression.
2. Students will add notes and rhythms to the provided chord progression in order to create the melody.
3. When choosing the notes, students must use chord tones and passing notes (in any combination/order) that align with the provided chord progression.

## Assessment Due Date

Week 3 Friday (31 July 2020) 11:59 pm AEST

Upload via moodle

## Return Date to Students

Vacation Week Monday (17 Aug 2020)

Results uploaded to Moodle unite site.

## Weighting

10%

## Assessment Criteria

All assessment criteria are equally weighted:

1. Accurate completion of the piece.
2. Correct usage of chord tones/passing notes relating to the given progression.
3. Degree of creativity in composing the rhythms.
4. Degree of creativity in composing the melody.
5. Overall quality of composition.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Submit online through the Moodle unit website

## Learning Outcomes Assessed

- Complete music writing tasks using more complex elements of music relating to pitch, rhythm, keys, scales, chords and harmony as derived from the western art-music and contemporary popular music styles
- Apply your knowledge of the more complex elements of music relating to pitch, rhythm, keys, scales, chords and harmony to various 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 2 - Four Part Harmony

1. You will be given three 4-part harmony excerpts. You must arrange these pieces into the following instrumental groups:
  - Piece 1 : String Quartet (2 violins, Viola & Cello)
  - Piece 2: Saxophone Quartet (Soprano, Alto, Tenor & Baritone saxophone)

- Piece 3: Woodwind Quartet (Flute, Oboe, Clarinet & Bassoon)

2. In each arrangement you will:

- Score each voice into individual staves
- Use correct clefs for each instrument
- Transpose the parts into their respective instrument keys
- Score the parts within the appropriate ranges of the instruments
- Add articulations, dynamics and other musical elements to enhance your arrangement

### **Assessment Due Date**

Week 7 Friday (4 Sept 2020) 11:59 pm AEST

Upload via moodle

### **Return Date to Students**

Week 10 Monday (21 Sept 2020)

Moodle

### **Weighting**

10%

### **Assessment Criteria**

All assessment criteria are equally weighted:

Each 4-part arrangement will be assessed on the following:

1. Accuracy of clefs
2. Accuracy of instrument ranges
3. Accuracy of transposition in each voice
4. Inclusion of dynamics, articulation and other markings
5. Overall presentation of score

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Submit online through the Moodle unit website

### **Learning Outcomes Assessed**

- Complete music writing tasks using more complex elements of music relating to pitch, rhythm, keys, scales, chords and harmony as derived from the western art-music and contemporary popular music styles
- Apply your knowledge of the more complex elements of music relating to pitch, rhythm, keys, scales, chords and harmony to various 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 3**

STEP 1: Students will write a 4 part melody using the provided chord and rhythm template.

Students must use the provided chords and rhythms to create their own melody in 4 part texture CLOSED SCORE. Use diatonic note choices based on the chords only.

STEP 2: Once the 4 part piece has been composed in closed score, students will then move this 4 part melody to OPEN SCORE and transpose accordingly into a standard Woodwind Quartet instrumentation (flute, clarinet, oboe & bassoon). Student must include appropriate musical elements including; dynamics and articulations.



Important details for STEP 2:

- Score each voice into individual staves
- Use correct clefs for each instrument
- Transpose the parts into their respective instrument keys
- Score the parts within the appropriate ranges of the instruments
- Add articulations, dynamics and other musical elements to enhance your arrangement

### **Assessment Due Date**

Week 10 Friday (25 Sept 2020) 11:59 pm AEST

Upload via moodle

### **Return Date to Students**

Exam Week Monday (19 Oct 2020)

Moodle

### **Weighting**

10%

### **Assessment Criteria**

The following assessment criteria are equally weighted:

Closed Score:

1. Ability to use chord tones/ diatonic scale tones relating to the given chords.
2. Use of colour tones (7ths, 9ths & 13ths)
3. Degree of creativity in composing the melody.
4. Inclusion of dynamics, articulation and other musical elements
5. Overall presentation of score.

Open Score:

1. Accuracy of clefs
2. Accuracy of instrument ranges
3. Accuracy of transposition in each voice
4. Inclusion of dynamics, articulation and other musical elements
5. Overall presentation of score

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Submit online through the Moodle unit website

### **Learning Outcomes Assessed**

- Complete music writing tasks using more complex elements of music relating to pitch, rhythm, keys, scales, chords and harmony as derived from the western art-music and contemporary popular music styles
- Apply your knowledge of the more complex elements of music relating to pitch, rhythm, keys, scales, chords and harmony to various music writing assignments.

### **Graduate Attributes**

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

## **4 Sight Singing**

### **Assessment Type**

Online Test

### **Task Description**

#### **Sight-reading test**

This test will be conducted individually.

1. Clap a rhythm in simple time, 6 - 8 bars long
2. Clap a rhythm in compound time, 6 - 8 bars long
3. Sing a melody in simple time, 6 - 8 bars long
4. Sing a melody in compound time, 6 - 8 bars long

**Assessment Due Date**

Week 11 Friday (2 Oct 2020) 5:00 pm AEST

**Return Date to Students**

End of Term

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

**Submission**

Offline

**Learning Outcomes Assessed**

- Sight-read more complex rhythmic and melodic phrases derived from the western music tradition

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking

## 5 Music theory Test

**Assessment Type**

Online Test

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

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

**Assessment Due Date**

Week 11 Friday (2 Oct 2020) 5:00 pm AEST

**Return Date to Students**

End of Term

**Weighting**

40%

**Assessment Criteria**

Accurate completion of all aural musicianship tasks.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Offline

**Learning Outcomes Assessed**

- Complete music writing tasks using more complex elements of music relating to pitch, rhythm, keys, scales, chords and harmony as derived from the western art-music and contemporary popular music styles

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking

## 6 Aural & Keyboard

**Assessment Type**

Online Test

**Task Description****Task:**

This assessment will consist of a short answer test based on the aural musicianship concepts studied in this unit. Students will also individually perform major scales, one hands-together piano piece and one sing and play piece on piano. The level of difficulty of each of the above keyboard 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**

Week 11 Friday (2 Oct 2020) 5:00 pm AEST

**Return Date to Students**

Week 11 Friday (2 Oct 2020)

End of term

**Weighting**

20%

**Assessment Criteria****Criteria:**

- Accurate completion of: mode recognition, chord recognition and melodic dictation.
- Accurate performance of major scales, hands together.
- Accurate performance of hands together piano piece.
- Accurately sing and play a song on piano.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Offline

**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 more complex 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