



MUSC11409 *Principal Music Studios 1*

Term 1 - 2024

Profile information current as at 13/05/2024 08:11 pm

All details in this unit profile for MUSC11409 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

While studying the Principal Music Studios series of units you will undertake a series of developmental practical music studies relating to your primary study area. In Principal Music Studios 1, you will engage in practical music studies in one instrument, voice or composition, focusing on foundation level repertoire and technical work. These practical studies will be underpinned by your ability to demonstrate personal and professional skills necessary for your profession, such as punctuality and preparedness for each of your lessons, consistent attendance and thorough personal practice, and a mature response to direction. You are expected to demonstrate cumulative levels of skill and knowledge through this series of units.

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

Students must be enrolled in CG51 Bachelor of Music or CC41 Diploma of Music to enrol in 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 - 2024

- Mackay
- 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. **Portfolio**

Weighting: 10%

2. **Practical Assessment**

Weighting: 40%

3. **Practical Assessment**

Weighting: 40%

4. **Critical Review**

Weighting: 10%

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 SUTE, personal communication

Feedback

Students commented positively on aspects of teacher quality; teacher experience; personalisation of curriculum; and the mentorship of their teacher.

Recommendation

Continue to provide high quality staff with vast experience and a commitment to the development of each individual student.

Unit Learning Outcomes

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

1. Perform the foundation level technical work studied in this unit
2. Perform the foundation level repertoire studied in this unit, demonstrating an understanding of the stylistic and interpretive requirements
3. Engage in the process of developing and reflecting on the personal and professional skills necessary for your area of study
4. Construct a professional e-Portfolio/performer website that showcases skills, capabilities, attributes, and achievements pertinent to your future career.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical Assessment - 40%	•			
2 - Practical Assessment - 40%		•		
3 - Critical Review - 10%			•	
4 - Portfolio - 10%				•

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				

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)

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

Jason Smyth-Tomkins Unit Coordinator
j.smyth-tomkins@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
ALL students: Discussion of technical and repertoire materials, student expectations, unit profile and the assessment process.		

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
ALL students: Continue individual studio lessons, developing technical and repertoire requirements.		

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
ALL students: Continue individual studio lessons, developing technical and repertoire requirements.		Technical Assessment: Materials to be submitted by tutors to the Unit Coordinator for approval.

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
ALL students: Continue individual studio lessons, developing technical and repertoire requirements.		

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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ALL students: Continue individual studio lessons, developing technical and repertoire requirements.

Repertoire Assessment: Materials to be submitted by tutors to the Unit Coordinator for approval.

Artist Website Due: Week 5 Friday (5 Apr 2024) 11:59 pm AEST

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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ALL students: Continue individual studio lessons, developing technical and repertoire requirements.

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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ALL students: Continue individual studio lessons, developing technical and repertoire requirements.

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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ALL students: Continue individual studio lessons, developing technical and repertoire requirements.

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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ALL students: Continue individual studio lessons, developing technical and repertoire requirements.

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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ALL students: Technical Assessment (in-class test)

Technical Assessment Due: Week 10 Friday (17 May 2024) 11:59 pm AEST

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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ALL students: Continue individual studio lessons, developing technical and repertoire requirements.

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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ALL students: Continue individual studio lessons, developing technical and repertoire requirements.

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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ALL students: Repertoire Assessment

Repertoire Assessment Due: Review/Exam Week Friday (7 June 2024) 11:59 pm AEST

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Artist Website

Assessment Type

Portfolio

Task Description

In this assessment task, you will use free website development software to design a website to begin to establish a professional online presence in your musical field of interest. Your website will showcase your work to a wider audience and provide information about you as a musician/teacher/producer/session musician/composer, your services, and allow for easy communication and booking.

Your website will contain the following:

1. **Home page** - A welcoming and visually appealing homepage that showcases your work. This page could include photos, videos, testimonials, and a brief introduction to your services.
2. **About page** - An in-depth profile including your background, experience, achievements, and philosophy. This section should include your bio and a detailed CV.
3. **Services page** - A clear and detailed description of the services you offer, such as music lessons, performance opportunities, commissioned works and event bookings.
4. **Portfolio page** - A collection of your past work, which could include recordings, videos, and photos of past performances, lyrics or composition portfolios.
5. **Contact page** - Include a clear and accessible way for potential clients or students to contact the musician or teacher for more information or to book their services. This page should also include your accurate contact information, such as email address, phone number, and social media links. Integrate the website with your social media accounts to promote your work and connect with potential clients or students.
6. **Responsive design** - The website should be optimised for viewing on all devices, including desktop computers, laptops, tablets, and smartphones.
7. **Design attributes** - Reflect your unique brand and style throughout the design and content of the website, through imagery, colour themes and font selection.

Assessment Due Date

Week 5 Friday (5 Apr 2024) 11:59 pm AEST

Return Date to Students

Weighting

10%

Assessment Criteria

You will be assessed on a combination of criteria relating to the development of your website, subject to area of interest. Your website may include the assessment of some or all of these criteria:

- **User-friendly interface:** Website is easy to navigate and provides a positive user experience
- **Responsive design:** Website is optimised for viewing on multiple devices, including desktop, tablet, and mobile
- **High-quality images and video:** Website showcases your work through eye-catching and professional images and video
- **Portfolio:** Website provides a comprehensive portfolio of your work, including audio and video samples performances, or other relevant media.
- **Information on services:** Website provides detailed information on the types of services offered (solo, session work, teaching, commissions/compositions, workshops etc.)
- **Contact information:** Website should provide a clear and accessible way for interested clients/event organisers/promoters etc. to contact you for more information or to book your services
- **Social media integration:** Website should be integrated with your social media accounts (where possible), making it easy to share updates and connect with potential clients and other industry professionals
- **Marketing and branding:** Website should reflect your unique brand and style, and should be designed to effectively promote your services and image.

Referencing Style

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

Submission

Online

Submission Instructions

Upload an active link to your website as a Word Doc, through the Moodle assessment page.

Learning Outcomes Assessed

- Construct a professional e-Portfolio/performer website that showcases skills, capabilities, attributes, and achievements pertinent to your future career.

2 Technical Assessment

Assessment Type

Practical Assessment

Task Description

The technical assessment evaluates the practical study and application of technical aspects in your individual development as instrumentalists, vocalists or composers. This assessment focuses on acquiring technique and musicianship skills, encompassing a range of technical materials relating to scales/modes, arpeggios/chords, etudes/studies, comping exercises, sight reading, rudiments, and the application of compositional devices and elements. Students will study a curriculum for this assessment, which will be individually designed by the tutor and communicated by the Unit Coordinator.

- Vocalists and instrumentalists will present this assessment as part of an in-class test.
- Composers present this assessment item as a portfolio of work relating to the specific technical tasks developed throughout the term.

Assessment Due Date

Week 10 Friday (17 May 2024) 11:59 pm AEST

It is expected that technical assessment will take place on the same day/time as your weekly scheduled lesson.

Return Date to Students

Week 12 Friday (31 May 2024)

Weighting

40%

Assessment Criteria

Students will be assessed on a combination of criteria relating to the development of musical and technical skills as applied to their instrument and genre of study. The criteria may include the assessment of:

- **Technical Proficiency:** Students will demonstrate the application of technical elements, including accuracy of pitch and intonation, agility/dexterity, and fluency, in the performance or notation of assigned scales/modes, arpeggios/chords, etudes/studies, comping exercises, sight reading or rudiments, relevant to their chosen instrument, voice or composition.
- **Articulation and Phrasing:** Students will demonstrate command and stylistic application of articulation techniques, as well as an understanding and execution of appropriate phrasing within the assigned practical technical materials or compositional works.
- **Tone Production:** Students will produce a quality tone or vocal sound, displaying aspects such as breath control, vocal resonance, instrumental tone control, and consistency of tone across different registers. For composers, students will demonstrate an understanding and use of timbre and instrumentation in their compositions.
- **Rhythmic Accuracy:** Students will display precision and rhythmic control in performing the assigned technical materials. Composers will demonstrate precision and accuracy in the notation of rhythmic patterns and devices relative to their compositional works.
- **Composition Analysis:** Students will demonstrate their knowledge of composition structure, melodic content, harmony, rhythm, instrumentation, texture and phrasing through a variety of analytical tasks.
- **Overall Musical Interpretation:** Students will apply technical skills in context, demonstrating musicality through expression, phrasing, dynamics, memorisation, tempo and stylistic understanding, in either performance or compositional works.

Referencing Style

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

Submission

Offline Online

Submission Instructions

See unit Moodle site.

Learning Outcomes Assessed

- Perform the foundation level technical work studied in this unit

3 Repertoire Assessment

Assessment Type

Practical Assessment

Task Description

This repertoire assessment evaluates students' practical study of repertoire for instrumentalists or vocalists, or the development of a composition portfolio for composers. This task focuses on the acquisition of performance skills, interpretation, musicianship, or composition techniques in the presentation of either a performance or portfolio of works. Instrumentalists and vocalists are required to perform a repertoire assessment from a defined list of pieces, relative to each instrument and genre. Composers develop a portfolio of works of varying styles and specifications. The curriculum for this assessment is individualised and planned by the tutor, in consultation with the unit coordinator, with approved repertoire lists communicated individually to each student.

Detailed instructions regarding length, number of works studied and submission instructions are available on the unit Moodle site.

Assessment Due Date

Review/Exam Week Friday (7 June 2024) 11:59 pm AEST

Return Date to Students

End of Term

Weighting

40%

Assessment Criteria

Students will be assessed on a combination of criteria relating to the development of musical and technical performance skills as applied to their instrument and genre of study. The criteria may include the assessment of:

- **Technical Proficiency:** Students will demonstrate the application of technical elements, including accuracy of pitch and intonation, agility/dexterity, and fluency, in the performance or notation of assigned repertoire, relevant to their chosen instrument, voice or composition.
- **Articulation and Phrasing:** Students will demonstrate command and stylistic application of articulation techniques, as well as an understanding and execution of appropriate phrasing within the assigned repertoire or developed compositional works.
- **Tone Production:** Students will produce a quality tone or vocal sound, displaying aspects such as breath control, vocal resonance, instrumental tone control, and consistency of tone across different registers. For composers, students will demonstrate an understanding and use of timbre and instrumentation in their compositions.
- **Rhythmic Accuracy:** Students will display precision and rhythmic control in performing the assigned technical materials. Composers will demonstrate precision and accuracy in the notation of rhythmic patterns and devices relative to their compositional works.
- **Improvisation / Interpretation:** Students will be evaluated on their ability to demonstrate improvisational skills and stylistic interpretive choices, relative to the assigned repertoire.
- **Overall Musical Interpretation:** Students will apply musical skills in context, demonstrating musicality through expression, phrasing, dynamics, memorisation, tempo and stylistic understanding, in either performance or compositional works.

Referencing Style

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

Submission

Offline Online

Submission Instructions

See unit Moodle site.

Learning Outcomes Assessed

- Perform the foundation level repertoire studied in this unit, demonstrating an understanding of the stylistic and interpretive requirements

4 Tutor Evaluation

Assessment Type

Critical Review

Task Description

In this assessment item, your tutor will reflect on your progress during this term of study, relating to a number of expected professional and developmental attributes including: attendance and punctuality, preparation and practice, application of directions and concepts, focus and concentration, and evidence of improvement.

Assessment Due Date

This assessment item is graded and submitted by your individual tutor. As such, no specific due date is required.

Return Date to Students

End of term.

Weighting

10%

Assessment Criteria

- **Attendance and Punctuality:** Regular and timely presence in classes and rehearsals.
- **Preparation and Practice:** Demonstrated evidence of thorough lesson preparation and consistent practice.
- **Application of Direction and Concepts:** Ability to effectively apply given directions and apply learned concepts.
- **Focus and Concentration:** Degree of attentiveness and concentration during lessons and performance.
- **Improvement:** Observable evidence of ongoing growth and development.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Engage in the process of developing and reflecting on the personal and professional skills necessary for your area of study

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