



# MUSC11410 *Principal Music Studios 2*

## Term 2 - 2019

Profile information current as at 09/12/2022 10:39 pm

All details in this unit profile for MUSC11410 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 Principal Music Studios 2, you will further develop your skills through practical music studies relating to your primary study area. You will engage in practical music studies in one instrument, voice or composition, focusing on foundation level repertoire and technical work. You are expected to demonstrate cumulative levels of skill and knowledge through this series of units. NOTE: On occasion, as part of your studies, you may be required to participate in performance activities in various settings and locations (off campus) that may contribute to your assessment in this unit.

#### 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. This unit is only available in the following majors within the CG51 Bachelor of Music course: Jazz and Popular major (Mackay only) Performance major (Mackay and distance) Students in Music Studies major of the CG51 Bachelor of Music course are not permitted to enrol in this unit. Students in CC41 Diploma of Music may study this unit in Mackay or by distance. 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 - 2019

- 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. **Practical Assessment**

Weighting: 40%

#### 2. **Practical Assessment**

Weighting: 40%

#### 3. **Practical Assessment**

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 Student Evaluations

##### Feedback

Staff and Student forum discussions to be more utilised. Some students wanted more discussion with staff on practise techniques.

##### Recommendation

Staff will engage the distance cohort more regularly through the forum discussion. This will include starting discussion threads based on FAQ's and other important musical areas of development.

## Unit Learning Outcomes

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

1. Perform the foundation technical work covered in this unit to a high level.
2. Execute the foundation level repertoire and skills studied in this unit to a high level of musicianship.
3. Demonstrate a comprehensive understanding of the stylistic and interpretive requirements of the foundation repertoire studied in this unit.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Practical Assessment - 40%	•		
2 - Practical Assessment - 40%		•	•
3 - Practical Assessment - 20%	•	•	

### 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 - Practical Assessment - 40%	•	•				•				
2 - Practical Assessment - 40%	•	•	•			•				
3 - Practical Assessment - 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)

## 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

**Jason Smyth-Tomkins** Unit Coordinator  
[j.smyth-tomkins@cqu.edu.au](mailto:j.smyth-tomkins@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Individual lessons on technical and practical materials. Aural class (MKY only) Rhythm class (MKY only)		

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Individual lessons on technical and practical materials. Aural class (MKY only) Rhythm class (MKY only)		

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Individual lessons on technical and practical materials. Aural class (MKY only) Rhythm class (MKY only)		

### Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Individual lessons on technical and practical materials. Aural class (MKY only) Rhythm class (MKY only)		

### Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Individual lessons on technical and practical materials. Aural class (MKY only) Rhythm class (MKY only)		

### Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Individual lessons on technical and practical materials. Aural class (MKY only) Rhythm class (MKY only)		

### Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Individual lessons on technical and practical materials.  
Aural class (MKY only)  
Rhythm class (MKY only)

#### Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Individual lessons on technical and practical materials. Aural class (MKY only) Rhythm class (MKY only)		

#### Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Individual lessons on technical and practical materials. Aural class (MKY only) Rhythm class (MKY only)		

#### Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Individual lessons on technical and practical materials. Aural class (MKY only) Rhythm class (MKY only)		

#### Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Individual lessons on technical and practical materials. Aural class (MKY only) Rhythm class (MKY only)		<b>Practical Assessment</b> Due: Week 11 Friday (4 Oct 2019) 5:00 pm AEST

#### Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Individual lessons on technical and practical materials.		

#### Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Revision		<b>Practical Assessment</b> Due: Review/Exam Week Friday (18 Oct 2019) 5:00 pm AEST <b>Practical Assessment</b> Due: Review/Exam Week Friday (18 Oct 2019) 5:00 pm AEST

#### Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

Principal Music Studios (Performance) students studying via distance will require some very specific equipment to facilitate the individual online lessons that are a requirement of this unit. This equipment will be invaluable to your experience in this unit and will suffice for all 6 units of Principal Music Studios.

To ensure we achieve optimal results in the delivery of lessons for this unit, a list of requirements is detailed below.

### Technical Requirements

Computer/video Internet	<p>A newer model PC or Mac is recommended with a soundcard and a quality built in (or external if preferred) webcam.</p> <p>A high speed NBN connection is recommended, as you will at times be streaming video and multiple audio sources simultaneously, both upstream and downstream. Note: If a stable, quality internet connection is not achievable in your area, we cannot be held responsible for the inconsistencies in the delivery of your lessons. Consider this PRIOR to enrolling in this unit.</p>
Audio equipment	<p>Vocals / Strings / Woodwinds / Brass 1 x Yamaha AG06 Mixer w/USB interface 1 x condenser microphone, RODE NT1 or Audio Technica AT2020 (<i>Vocals, Strings &amp; Woodwinds</i>) 1 x Shure SM57 (<i>Brass</i>) 1 x XLR lead (3m minimum) 1 x RCA to 3.5mm min-jack lead 1 x pair of high quality studio headphones 1 x Mic stand</p> <p>Keyboard 1 x Yamaha AG06 Mixer w/USB interface 1 x Shure SM58 or Beta58 microphone 1 x XLR lead (3m minimum) 1 x Canon lead (3m minimum) 1 x RCA to 3.5mm min-jack lead 1 x pair of high quality studio headphones 1 x Mic stand</p> <p>Guitar &amp; Bass 1 x Yamaha AG06 Mixer w/USB interface 1 x Shure SM58 or Beta58 microphone 1 x XLR lead (3m minimum) 1 x Canon lead (3m minimum) 1 x RCA to 3.5mm min-jack lead 1 x pair of high quality studio headphones 1 x Mic stand</p>

The equipment recommended in this list has been tested under lesson/performance conditions and has been found to produce good quality audio results (subject to the quality of both internet connections). You may already own some of this equipment, or you may choose to purchase an alternative brand of particular components. What you choose to purchase is at your discretion.

Instructional PDFs (for Mac & PC) and a set-up video will be available on Moodle to assist you with any technical issues related to the set-up of your online studio equipment.

For tech support, set-up or issues regarding equipment, please contact Jason Smyth-Tomkins @ [j.smyth-tomkins@cqu.edu.au](mailto:j.smyth-tomkins@cqu.edu.au)

## Assessment Tasks

### 1 Practical Assessment

#### Assessment Type

Practical Assessment

#### Task Description

Bachelor of Music (Jazz & Pop) MKY ONLY Cohort

#### Instrumental and vocal students:

This assessment item involves students preparing and presenting an end of term technical test on their primary instrument. The purpose of this technical exam is to build the basic rudiments of music relating to:

- Keys
- Scales/modes
- Arpeggios/chords
- Etudes/studies

The Unit Coordinator and your specific tutor will determine your technical materials list through the Moodle unit website.

#### Bachelor of Music (Performance Major) & Diploma of Music - MKY & Distance Cohort

This assessment item involves students preparing and presenting an end of term technical test on their primary

instrument. The purpose of this technical exam is to build the basic rudiments of music relating to:

- Keys
- Scales/modes
- Arpeggios/chords
- Etudes/studies

The Unit Coordinator and your specific tutor will determine your technical materials list through the Moodle website.

**Assessment Due Date**

Review/Exam Week Friday (18 Oct 2019) 5:00 pm AEST

Upload via moodle

**Return Date to Students**

Results will be uploaded on moodle at the end of term.

**Weighting**

40%

**Assessment Criteria**

**Principal Music Studios Assessment Criteria**

**ASSESSMENT ITEM 1**

Assessment criteria

Students will be assessed according to the following criteria:

**Jazz and Contemporary guitar**

**Scales 20%**

Accurate completion of material

Appropriate tempo employed

Degree of fluency and technical facility

**Arpeggios 20%**

Accurate completion of material

Appropriate tempo employed

Degree of fluency and technical facility

**Chords/Exercises 25%**

Accurate completion of material

Appropriate tempo employed

Degree of fluency and technical facility

**Studies 20%**

Accurate completion of material

Appropriate tempo employed

Degree of fluency and technical facility

Appropriate interpretation of the style

**Transcription 15%**

Accurate completion of material

Appropriate tempo employed

Memorisation

Degree of fluency and technical facility

Appropriate interpretation of the style



## **Jazz Piano**

### **Arpeggios 35%**

Accurate completion of material  
Accuracy of articulation  
Accuracy of appropriate tempo  
Degree of fluency and technical facility

### **Scales/Exercises 35%**

Accurate completion of material  
Accuracy of articulation  
Accuracy of appropriate tempo  
Degree of fluency and technical facility

### **Studies 15%**

Accurate completion of material  
Accuracy of articulation  
Accuracy of appropriate tempo  
Degree of fluency and technical facility  
Application of dynamics  
Appropriate interpretation of the style  
Correct balance between hands

### **Transcription 15%**

Accurate completion of material  
Accuracy of intonation  
Accuracy of articulation and dynamics  
Accuracy of appropriate tempo  
Memorisation  
Degree of fluency and technical facility  
Appropriate interpretation of the style

## **Classical Piano**

### **Arpeggios 35%**

Accurate completion of material  
Accuracy of articulation  
Accuracy of appropriate tempo  
Degree of fluency and technical facility

### **Scales/Exercises 35%**

Accurate completion of material  
Accuracy of articulation  
Accuracy of appropriate tempo  
Degree of fluency and technical facility

### **Studies/Etudes 30%**

Accurate completion of material  
Accuracy of articulation  
Accuracy of appropriate tempo  
Degree of fluency and technical facility  
Application of dynamics  
Appropriate interpretation of the style  
Correct balance between hands

## **Jazz Voice**

### **Arpeggios 35%**

Accurate completion of material  
Accuracy of intonation and pitch  
Tension control and breathing  
Accuracy of phrasing  
Accuracy of appropriate tempo  
Degree of fluency

### **Scales/Exercises 35%**

Accurate completion of material  
Accuracy of intonation and pitch  
Tension control and breathing  
Accuracy of phrasing  
Accuracy of appropriate tempo  
Degree of fluency

### **Studies 15%**

Accurate completion of material  
Accuracy of intonation and pitch  
Tension control and breathing  
Accuracy of phrasing  
Accuracy of appropriate tempo  
Use of appropriate vocal colours  
Degree of fluency  
Appropriate interpretation of the style

**Transcription 15%**

Accurate completion of material  
Accuracy of intonation  
Accuracy of articulation and dynamics  
Accuracy of appropriate tempo  
Memorisation  
Degree of fluency and technical facility  
Appropriate interpretation of the style

**Classical Voice**

**Arpeggios 35%**

Accurate completion of material  
Accuracy of intonation and pitch  
Tension control and breathing  
Accuracy of phrasing, articulation and dynamics  
Accuracy of appropriate tempo  
Degree of fluency

**Scales/Exercises 35%**

Accurate completion of material  
Accuracy of intonation and pitch  
Tension control and breathing  
Accuracy of phrasing, articulation and dynamics  
Accuracy of appropriate tempo  
Degree of fluency

**Studies/Etudes 30%**

Accurate completion of material  
Accuracy of intonation and pitch  
Tension control and breathing  
Accuracy of phrasing, articulation and dynamics  
Accuracy of appropriate tempo  
Use of appropriate vocal colours  
Degree of fluency  
Appropriate interpretation of the style

**Contemporary Voice**

**Arpeggios 35%**

Accurate completion of material  
Accuracy of intonation and pitch  
Tension control and breathing  
Accuracy of phrasing, articulation and dynamics  
Accuracy of appropriate tempo  
Degree of fluency

**Scales/Exercises 35%**

Accurate completion of material  
Accuracy of intonation and pitch  
Tension control and breathing  
Accuracy of phrasing, articulation and dynamics  
Accuracy of appropriate tempo  
Degree of fluency

**Studies/Etudes 30%**

Accurate completion of material  
Accuracy of intonation and pitch  
Tension control and breathing  
Accuracy of phrasing, articulation and dynamics  
Accuracy of appropriate tempo  
Use of appropriate vocal colours

Degree of fluency  
Appropriate interpretation of the style

**Bass Guitar**

**Scales 35%**

Accurate completion of material  
Appropriate tempo employed  
Degree of fluency and technical facility

**Arpeggios 35%**

Accurate completion of material  
Appropriate tempo employed  
Degree of fluency and technical facility

**Studies 15%**

Accurate completion of material  
Appropriate tempo employed  
Degree of fluency and technical facility

**Transcription 15%**

Accurate completion of material  
Appropriate tempo employed  
Memorisation  
Degree of fluency and technical facility

**Drums**

**Rudiments 30%**

Accurate completion of material  
Accuracy of articulation  
Accuracy of appropriate tempo  
Degree of fluency and technical facility

**Independence 70%**

Accuracy of articulation  
Accuracy of appropriate tempo  
Appropriate balance of limbs  
Degree of fluency and technical facility  
Appropriate interpretation of the style

**Trumpet/Brass**

**Arpeggios 35%**

Accurate completion of material  
Accuracy of intonation  
Accuracy of articulation  
Breath control and support  
Accuracy of appropriate tempo  
Degree of fluency and technical facility

**Scales/Exercises 35%**

Accurate completion of material  
Accuracy of intonation  
Accuracy of articulation  
Breath control and support  
Accuracy of appropriate tempo  
Degree of fluency and technical facility

**Studies 15%**

Accurate completion of material  
Accuracy of intonation  
Accuracy of articulation  
Accuracy of appropriate tempo

Breath control and support  
Degree of fluency and technical facility  
Appropriate interpretation of the style

**Transcription 15%**

Accurate completion of material  
Accuracy of intonation  
Accuracy of articulation  
Accuracy of appropriate tempo  
Breath control and support  
Degree of fluency and technical facility  
Appropriate interpretation of the style

**Saxophone/Clarinet/Flute**

**Arpeggios 35%**

Accurate completion of material  
Accuracy of intonation  
Accuracy of articulation  
Breath control and support  
Accuracy of appropriate tempo  
Degree of fluency and technical facility

**Scales/Exercises 35%**

Accurate completion of material  
Accuracy of intonation  
Accuracy of articulation  
Breath control and support  
Accuracy of appropriate tempo  
Degree of fluency and technical facility

**Studies 15%**

Accurate completion of material  
Accuracy of intonation  
Accuracy of articulation  
Accuracy of appropriate tempo  
Breath control and support  
Degree of fluency and technical facility  
Appropriate interpretation of the style

**Transcription 15%**

Degree of fluency and technical facility  
Breath control and support  
Accuracy of appropriate tempo  
Accuracy of articulation  
Accuracy of intonation  
Accurate completion of material  
Appropriate interpretation of the style

**Violin/Strings**

**Arpeggios 35%**

Accuracy of intonation and pitch  
Development of left hand posture  
Accuracy of appropriate tempo  
Development of bowing technique  
Accurate completion of material

**Studies/Etudes 30%**

Accuracy of intonation and pitch  
Development of left hand posture  
Accuracy of appropriate tempo  
Development of bowing technique  
Accurate completion of material

**Scales/Exercises 35%**

Accuracy of intonation and pitch  
Development of left hand posture  
Accuracy of appropriate tempo  
Development of bowing technique  
Accurate completion of material

## Referencing Style

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

## Submission

Offline Online

## Submission Instructions

MKY STUDENTS will sit on-campus tests / DISTANCE STUDENTS will upload video files to the moodle website (maximum size 100mb per video)

## Learning Outcomes Assessed

- Perform the foundation technical work covered in this unit to a high level.

## Graduate Attributes

- Communication
- Problem Solving
- Information Technology Competence

## 2 Practical Assessment

### Assessment Type

Practical Assessment

### Task Description

#### Bachelor of Music (Jazz & Pop) (MKY ONLY) Cohort

Students are required to undertake a test focused on the performance aspects of music. Depending on the instrument, students will be given a list of repertoire (jazz standards) to perform. In this setting students must:

- Perform the pieces/materials from memory without the use of printed music of any kind
- Horns, vocals, guitar, bass and keys must improvise
- Demonstrate the use of the harmonic/rhythmic language presented in lessons and apply this to the repertoire
- Drummers must perform a range of grooves and studies

#### Bachelor of Music (Performance Major) & Diploma of Music - MKY & Distance Cohort

Students are required to undertake a test focused on the performance aspects of music. Depending on the instrument, students will be given a list of repertoire (Classical or Contemporary) to perform. In this setting students must:

- The examination consists of a 20 minute recital
- The program should show a variety of styles and tempo
- The program is to be chosen in consultation with your teacher to ensure an appropriate level of difficulty is attempted

### Assessment Due Date

Review/Exam Week Friday (18 Oct 2019) 5:00 pm AEST

Upload via moodle

### Return Date to Students

Results will be uploaded on moodle at the end of term

### Weighting

40%

### Assessment Criteria

#### Principal Music Studios Assessment Criteria

Students will be assessed according to the following criteria:

#### Jazz guitar

##### Repertoire

Technique: 40%

Accuracy of articulation and phrasing

Degree of fluency and technical facility

Ability to effectively demonstrate appropriate tonal qualities on instrument

Melody was accurate and appropriate to the style

Comping was appropriate to the style

Improvisation/Interpretation 60%

Degree of memorisation of harmony and melody

Appropriate interpretation of the style  
Ability to effectively utilise appropriate harmonic principles in improvisation  
Ability to effectively utilise appropriate rhythmic principles in improvisation

### **Contemporary Guitar**

#### **Repertoire**

Technique: 40%  
Accuracy of articulation and phrasing  
Degree of fluency and technical facility  
Ability to effectively demonstrate appropriate tonal qualities on instrument  
Improvisation/Interpretation 60%  
Degree of memorisation of harmony and melody  
Appropriate interpretation of the style

### **Jazz Piano**

#### **Repertoire**

Technique: 40%  
Accuracy of articulation and phrasing  
Degree of fluency and technical facility  
Ability to effectively demonstrate appropriate tonal qualities on instrument  
Improvisation/Interpretation 60%  
Degree of memorisation of harmony and melody  
Appropriate interpretation of the style  
Ability to effectively utilise appropriate harmonic principles in improvisation  
Ability to effectively utilise appropriate rhythmic principles in improvisation

### **Classical Piano**

#### **Repertoire 40%**

Accuracy of pitch, rhythm and articulations as required  
Appropriate tempo employed  
Appropriate use of dynamics, rubato and phrasing  
Degree of fluency and technical facility  
Appropriate tonal balance as required by the style  
Appropriate interpretation of the style

### **Jazz Voice**

#### **Repertoire**

Technique: 40%  
Accuracy of pitch  
Accuracy of phrasing  
Effective use of breath control and support  
Clarity & accuracy of lyrics  
Use of appropriate vocal colours  
Appropriate interpretation of character/meaning of the song  
Improvisation/Interpretation 60%  
Ability to effectively utilise appropriate harmonic principles in improvisation  
Ability to effectively utilise appropriate rhythmic principles in improvisation

### **Classical Voice**

#### **Repertoire**

Accuracy of intonation & pitch  
Accuracy of phrasing  
Effective use of breath control and support  
Clarity & accuracy of lyrics and language  
Use of appropriate vocal colours  
Appropriate interpretation of character/meaning of the song

### **Contemporary Voice**

#### **Repertoire**

Accuracy of pitch  
Accuracy of phrasing  
Effective use of breath control and support  
Clarity & accuracy of lyrics  
Use of appropriate vocal colours  
Appropriate interpretation of character/meaning of the song

### **Bass Guitar**

#### **Repertoire**

Technique: 40%

Melody was accurate and appropriate to the style  
Bass line demonstrates appropriate harmonic choices  
Bass line demonstrates appropriate rhythmic choices  
Degree of fluency and technical facility  
Improvisation/Interpretation 60%  
Ability to effectively utilise appropriate harmonic principles in improvisation

Ability to effectively utilise appropriate rhythmic principles in improvisation

### **Trumpet/Brass**

#### **Repertoire**

Technique: 40%  
Accuracy of intonation  
Accuracy of articulation and phrasing  
Breath control and support  
Degree of fluency and technical facility  
Ability to effectively demonstrate appropriate tonal qualities on instrument  
Improvisation/Interpretation 60%  
Degree of memorisation of harmony and melody  
Appropriate interpretation of the style  
Ability to effectively utilise appropriate harmonic principles in improvisation  
Ability to effectively utilise appropriate rhythmic principles in improvisation

### **Saxophone/Clarinet/Flute**

#### **Repertoire**

Technique: 40%  
Accuracy of intonation  
Accuracy of articulation and phrasing  
Breath control and support  
Degree of fluency and technical facility  
Ability to effectively demonstrate appropriate tonal qualities on instrument  
Improvisation/Interpretation 60%  
Degree of memorisation of harmony and melody  
Appropriate interpretation of the style  
Ability to effectively utilise appropriate harmonic principles in improvisation  
Ability to effectively utilise appropriate rhythmic principles in improvisation

### **Drums**

#### **Rudimental Solo 30%**

Accuracy of articulation and dynamics  
Accuracy of appropriate tempo  
Degree of fluency and technical facility  
Appropriate interpretation of the style

#### **Repertoire/Studies 70%**

Accuracy of articulation and dynamics  
Degree of fluency and technical facility  
Appropriate interpretation of grooves  
Degree of stylistic improvisation

### **Violin/Strings**

#### **Repertoire 40%**

Appropriate interpretation of the style  
Appropriate tonal balance as required by the style  
Degree of fluency and technical facility  
Appropriate use of dynamics, rubato and phrasing  
Appropriate tempo employed  
Accuracy of pitch, rhythm and articulations as required

### **Referencing Style**

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

### **Submission**

Offline Online

### **Submission Instructions**

MKY STUDENTS will sit on-campus tests / DISTANCE STUDENTS will upload video files to the moodle website) (maximum

size 100mb per video)

### **Learning Outcomes Assessed**

- Execute the foundation level repertoire and skills studied in this unit to a high level of musicianship.
- Demonstrate a comprehensive understanding of the stylistic and interpretive requirements of the foundation repertoire studied in this unit.

### **Graduate Attributes**

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

## **3 Practical Assessment**

### **Assessment Type**

Practical Assessment

### **Task Description**

#### **Bachelor of Music (Jazz & Pop) MKY ONLY Cohort**

Students are required to present a variety of aural and rhythm based materials in a practical test setting. Each week, students will engage in aural and rhythm classes. Students will present the following:

- Scale and chord recognition
- Interval recognition
- Learning pieces in multiple keys
- Chord progression recognition
- Note values, subdivisions and time signatures
- Sight reading
- Groove and transcription reading

#### **Bachelor of Music (Performance Major) & Diploma of Music - Distance Cohort**

##### **Program notes**

Students must submit program notes on their practical performance (Assessment item 2). They provide you with the opportunity to research the pieces that you are performing and present this information in a written format at your practical exam. They are much like the 'general knowledge' component of a practical exam.

##### **Length of program notes**

They should be a minimum of \*200 words for each piece of music that you are playing in your performance exam. You do not need to do program notes on your study as is part of the Technical exam.

##### **Classical pieces**

1. Who wrote the piece and when?
2. Is this piece part of a larger work? Is it a movement, section or piece that belongs to a larger set of pieces?
3. What is the key and form of the piece?
4. What are the main musical features of the piece?
5. What effects or emotions was the composer trying to achieve?
6. What other major works did this composer write and for what instruments?

##### **Contemporary popular pieces/songs**

1. Who wrote the words and the music and when?
2. Who has recorded this work and when?
3. Is this song part of a larger work such as a musical?
4. What is the key and the form of the song?
5. What is the musical style of this song?
6. What other songs did this composer and lyricist write?

Upload the program notes as a Microsoft Word Document (.docx) which (1) must use 12 point Times New Roman font; (2) must use 1.5 spacing for the body of the assignment; and (3) may use sub-headings to organise your assignment clearly. Must adhere to the CQUniversity APA Style Guide.

##### **\*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.

##### **Referencing**

Since this is a written piece of assessment, you should include a Reference List at the end and properly reference any



direct quotes that you make. The referencing style is APA, 6th Edition.

**Assessment Due Date**

Week 11 Friday (4 Oct 2019) 5:00 pm AEST

Upload via moodle

**Return Date to Students**

Exam Week Monday (21 Oct 2019)

End of term

**Weighting**

20%

**Assessment Criteria****Bachelor of Music (Jazz & Pop) MKY Cohort**

50% - Aural based materials test

50% - Rhythm based materials test

**Bachelor of Music (Performance Major) & Diploma of Music -Distance Cohort**

35% - Outline of general knowledge of each piece

35% - Identification of specific musical features of each piece

20% - Demonstration of an ability to write clearly and logically

10% - Accuracy of referencing

**Referencing Style**

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

**Submission**

Offline Online

**Submission Instructions**

(Distance students must submit program notes through Moodle)

**Learning Outcomes Assessed**

- Perform the foundation technical work covered in this unit to a high level.
- Execute the foundation level repertoire and skills studied in this unit to a high level of musicianship.

**Graduate Attributes**

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

## 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