



# MUSC11412 *Music Styles & Analysis 2*

## Term 2 - 2017

Profile information current as at 16/05/2024 02:35 pm

All details in this unit profile for MUSC11412 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

Students undertaking this unit will study prominent musicians, composers and repertoire, including the sociological and political events that influenced musical trends in western art music from the Baroque period to the early 21st century. Particular attention is given to the study and analysis of primary source materials in the form of musical analysis of the musical forms relevant to the style

#### 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 2 - 2017

- Distance
- 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: 30%

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

Weighting: 30%

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

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student feedback through unit evaluations

##### Feedback

Revision questions provided for each topic within the unit

##### Recommendation

The revision questions for each topic will be reviewed for 2017, for efficiency and ease of learning.

## Unit Learning Outcomes

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

1. Identify the stylistic features, social and historical background of the historical period studied.
2. Identify the prominent players and composers associated with period studied.
3. Demonstrate an aural awareness of the principal characteristics of music studied.
4. Demonstrate an understanding of musical and historical concepts through coherent presentation of information in written assignments
5. Analyse the musical works studied through identification of form, style and the primary compositional elements.

N/A

## 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 - 30%	•	•	•	•	•
2 - Written Assessment - 30%	•	•	•	•	•
3 - Written Assessment - 40%	•		•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving				•	•

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - 30%	•									
2 - Written Assessment - 30%	•	•	•	•		•	•	•		
3 - Written Assessment - 40%	•	•	•	•						

## Textbooks and Resources

### Textbooks

MUSC11412

#### Prescribed

##### **The Enjoyment Of Music (Shorter Edition)**

Edition: 12th edn (2015)

Authors: Kristine Forney & Joseph Machlis

W. W. Norton

New York , NY , United States

ISBN: 9780393279108

Binding: Paperback

#### **Additional Textbook Information**

This is Value Pack containing the text + Norton's Recordings on DVD

[View textbooks at the CQUniversity Bookshop](#)

### 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

**Judith Brown** Unit Coordinator  
[j.brown@cqu.edu.au](mailto:j.brown@cqu.edu.au)

## Schedule

### **Week 1 - 10 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Medieval Music	Forney, Dell'Antonio and Machlis Prelude 2, Chapters 13 - 15	

### **Week 2 - 17 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
The Renaissance	Forney, Dell'Antonio and Machlis Chapters 16 - 19	

### **Week 3 - 24 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Baroque (Opera, Cantata, and Oratorio)	Forney, Dell'Antonio and Machlis, Prelude 3, Chapters 20 - 23	

### **Week 4 - 31 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Baroque (Instrumental Music)	Forney, Dell'Antonio and Machlis, Prelude 3, Chapters 25 - 27
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#### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Classical (Chamber Music and the Symphony)	Forney, Dell'Antonio and Machlis, Prelude 4, Chapters 28 - 30	<b>Annotated Bibliography</b> Due: Week 5 Monday (7 Aug 2017) 11:45 pm AEST

#### Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Classical (The Concerto and Sonata; Choral Music and Opera)	Forney, Dell'Antonio and Machlis, Prelude 4, Chapters 31 - 35	

#### Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Nineteenth Century (Piano and Song)	Forney, Dell'Antonio and Machlis, Prelude 5, Chapters 36 - 39	

#### Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Nineteenth Century (Program Music, Absolute Music, National Schools)	Forney, Dell'Antonio and Machlis, Chapters 41 - 43	

#### Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Nineteenth Century (opera and ballet)	Forney, Dell'Antonio and Machlis, Chapters 44 - 47	<b>Research Essay</b> Due: Week 9 Monday (11 Sept 2017) 11:45 pm AEST

#### Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Impressionism and Modernism	Forney, Dell'Antonio and Machlis, Prelude 6, Chapters 49, 52 - 55	

#### Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Twentieth Century Nationalism	Forney, Dell'Antonio and Machlis, Chapters 59, 61	

#### Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Post World War 2	Forney, Dell'Antonio and Machlis, Prelude 7, Chapters 62 - 69	

#### Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		<b>In Class Test</b> Due: Exam Week Friday (20 Oct 2017) 11:45 pm AEST

## Assessment Tasks

# 1 Annotated Bibliography

## Assessment Type

Written Assessment

## Task Description

### Task:

After selecting one of the essay topics (see Assessment item 2), prepare an annotated bibliography on the topic comprising of 12 different sources.

## Assessment Due Date

Week 5 Monday (7 Aug 2017) 11:45 pm AEST

## Return Date to Students

Week 7 Friday (1 Sept 2017)

## Weighting

30%

## Assessment Criteria

### Assessment criteria:

- Correct number and type of annotations - 10%
- Correct presentation of each reference in APA style, 6th edition - 20%
- Appropriate length of each annotation - 10%
- Appropriate depth for each annotation - 60%

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Identify the stylistic features, social and historical background of the historical period studied.
- Identify the prominent players and composers associated with period studied.
- Demonstrate an aural awareness of the principal characteristics of music studied.
- Demonstrate an understanding of musical and historical concepts through coherent presentation of information in written assignments
- Analyse the musical works studied through identification of form, style and the primary compositional elements.

## Graduate Attributes

- Communication

# 2 Research Essay

## Assessment Type

Written Assessment

## Task Description

### Task: Written Essay

### Length: 2000-2500 words

You will write an essay investigating the historical development of **one** of the following instrument options:

- Flute
- Oboe
- Clarinet
- Trumpet & Saxophone (research these two together)
- Guitar

- Piano
- Violin

You need to discuss the development of the instrument/s from the Renaissance period to the present day and include an investigation into **all** of the following aspects:

1. The important technological developments in the construction of the instrument/s in each historical period
2. The important composers who wrote for the instrument during these periods
3. The way the instrument/s was used in ensemble music and solo music during each historical period

For each development that you discuss, find an appropriate performance of this form of the instrument/s on YouTube and include the URL for these performances in the body of your essay and include them also in the Reference List. Discuss how these particular performances demonstrate the way this instrument/s was used in each of these historical periods.

Hint: Be careful to allow adequate discussion on **all historical periods** for your chosen instrument/s.

### **Assessment Due Date**

Week 9 Monday (11 Sept 2017) 11:45 pm AEST

### **Return Date to Students**

Week 11 Friday (29 Sept 2017)

### **Weighting**

30%

### **Assessment Criteria**

#### **Assessment criteria:**

- Clear introduction and conclusion (10%)
- Accuracy of information and depth of treatment of the topic (25%)
- Detailed discussion of the music examples provided (25%)
- Ability to write clearly and logically (15%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)
- Correct use of APA style for the in-text referencing and reference list (15%)

### **Referencing Style**

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

### **Submission**

Online

### **Learning Outcomes Assessed**

- Identify the stylistic features, social and historical background of the historical period studied.
- Identify the prominent players and composers associated with period studied.
- Demonstrate an aural awareness of the principal characteristics of music studied.
- Demonstrate an understanding of musical and historical concepts through coherent presentation of information in written assignments
- Analyse the musical works studied through identification of form, style and the primary compositional elements.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## **3 In Class Test**

### **Assessment Type**

Written Assessment

### **Task Description**

**Length:** 2 hours



**Task:** Complete an in-class written test with short-answer responses. This will be based on the materials presented in each of the topics in this unit.

**On campus students:** This in-class test will be scheduled during the CQU exam week.

**Murray, Riverina & Mitchell Conservatorium students:** This in-class test will be held at the Murray Conservatorium (Albury), Riverina Conservatorium (Wagga Wagga) and Mitchell Conservatorium (Bathurst, Fribes and Lithgow) during the CQU exam week.

**Distance students:** You will need to provide the name and address of an exam invigilator in your region to the Unit Co-ordinator. The in-class test is to be completed during the CQ

#### **Assessment Due Date**

Exam Week Friday (20 Oct 2017) 11:45 pm AEST

#### **Return Date to Students**

After Completion Of The Marking Period

#### **Weighting**

40%

#### **Assessment Criteria**

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

Students will be assessed according to the following criteria:

- Accurate completion of short-answer questions
- Depth of treatment within each short-answer response

#### **Referencing Style**

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

#### **Submission**

Offline

#### **Learning Outcomes Assessed**

- Identify the stylistic features, social and historical background of the historical period studied.
- Demonstrate an aural awareness of the principal characteristics of music studied.
- Demonstrate an understanding of musical and historical concepts through coherent presentation of information in written assignments
- Analyse the musical works studied through identification of form, style and the primary compositional elements.

#### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem