



MUSC11413 *Introduction to Studio Teaching*

Term 2 - 2018

Profile information current as at 28/04/2024 06:01 am

All details in this unit profile for MUSC11413 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

You will commence the practical application of effective studio teaching skills by investigating the methods and materials required to teach an instrument or voice in a private music studio with pupils at elementary and advancing levels. You will concentrate on identifying the essential performing and educational elements of significant repertoire while learning how to assist pupils to harness these elements to support good performance practice at elementary and advancing levels.

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 - 2018

- Distance

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. **Practical and 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 the unit evaluations

Feedback

Assessment uploading

Recommendation

Students require assistance and technical support when uploading large files. The assessment pages will include help sheets for completing these tasks.

Unit Learning Outcomes

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

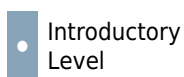
1. Identify essential performing and educational elements of significant repertoire for your chosen instrument or voice at elementary and advancing levels.
2. Clearly articulate, using written and oral presentations, the methods for assisting pupils to harness these elements to support good performance practice at elementary and advancing levels
3. Critically evaluate the various pedagogies used in studio music teaching through participation in various written tasks.

N/A

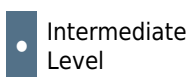
Alignment of Learning Outcomes, Assessment and Graduate Attributes



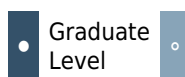
N/A
Level



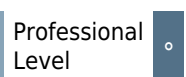
Introductory
Level



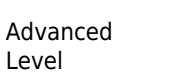
Intermediate
Level



Graduate
Level



Professional
Level



Advanced
Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 30%	•		•
2 - Written Assessment - 30%		•	•
3 - Practical and Written Assessment - 40%		•	•

Alignment of Graduate Attributes to Learning Outcomes

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

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - Practical and Written Assessment - 40%	•		•	•		•				

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

Peter McKenzie Unit Coordinator
p.mckenzie@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the unit		

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 The beginner student		

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 The beginner student		

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 The beginner student		

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 The beginner student		

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 The intermediate student		Written Assessment Due: Week 6 Monday (20 Aug 2018) 11:45 pm AEST

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 The intermediate student		

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 The intermediate student		

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 The intermediate student		

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: The advancing student		Written Assessment Due: Week 10 Monday (17 Sept 2018) 11:45 pm AEST

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: The advancing student		

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: The advancing student		

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Practical and written assessment Due: Review/Exam Week Friday (12 Oct 2018) 11:45 pm AEST

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

Weighting: 30% of term result

Length: 1000 - 1500 words

Task: Prepare a portfolio of pieces suitable for a beginner student in their first year of study. You may focus on any instrument or voice, and any age group. The instrument chosen and the intended age of the beginner student needs to be stated at the start of the assignment.

This portfolio will consist of:

- Five different pieces suitable for a beginner student in their first year of study, provided as a PDF.
- For each piece provide an explanation of the technical challenges that the student will face when learning the piece and a discussion on how to meet those challenges.
- Give a justification for the inclusion of each piece in your portfolio in terms of the musical development of the student and their continued motivation as a music student and performer.
- Discuss also the technological resources that you will include to help the beginner student master these five pieces.

Assignment format:

- Use 12 point Times New Roman font for the body of the essay.
- 1.5 spacing throughout
- You may use sub-headings if you wish to organise your assignment. These may be in a different colour or different size font.
- Include in-text references (citations) throughout the assignment.
- Include a Reference List at the end of the assignment in APA style, 6th edition.
 - You should have a minimum of 10 references for this assignment
 - Do NOT cite from Wikipedia or other websites that do not have an acknowledged author.
 - Include in your reference list all music scores used, CD and DVD recordings, Youtube sources, as well as books, academic journal articles, and articles from Oxford Music Online.

Assessment Due Date

Week 6 Monday (20 Aug 2018) 11:45 pm AEST

Upload via moodle

Return Date to Students

Week 9 Monday (10 Sept 2018)

Via moodle

Weighting

30%

Assessment Criteria

- Appropriate selection of pieces in the portfolio (10%)

- Identification of specific challenges for each piece in the portfolio (20%)
- Detailed analysis of methods used to meet these challenges for each piece in the portfolio (20%)
- Detailed justification for each piece in the portfolio (20%)
- Ability to write clearly and logically (10%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)
- Correct use of APA style for the in-text referencing and reference list (10%)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Identify essential performing and educational elements of significant repertoire for your chosen instrument or voice at elementary and advancing levels.
- Critically evaluate the various pedagogies used in studio music teaching through participation in various written tasks.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Written Assessment

Assessment Type

Written Assessment

Task Description

Weighting: 30% of term result

Length: 1000 - 1500 words

Task: Prepare a portfolio of pieces suitable for an intermediate student after approximately three years of study. You may focus on any instrument or voice, and any age group. The instrument chosen and the intended age of the intermediate student needs to be stated at the start of the assignment.

This portfolio will consist of:

- Five different pieces suitable for an intermediate student after approximately three years of study, provided as a PDF.
- For each piece provide an explanation of the technical challenges that the student will face when learning the piece and a discussion on how to meet those challenges.
- Give a justification for the inclusion of each piece in your portfolio in terms of the musical development of the student and their continued motivation as a music student and performer.
- Discuss also the technological resources that you will include to help the intermediate student master these five pieces.

Assignment format:

- Use 12 point Times New Roman font for the body of the essay.
- 1.5 spacing throughout
- You may use sub-headings if you wish to organise your assignment. These may be in a different colour or different size font.
- Include in-text references (citations) throughout the assignment.
- Include a Reference List at the end of the assignment in APA style, 6th edition.
 - You should have a minimum of 10 references for this assignment
 - Do NOT cite from Wikipedia or other websites that do not have an acknowledged author.
 - Include in your reference list all music scores used, CD and DVD recordings, Youtube sources, as well as books, academic journal articles, and articles from Oxford Music Online.

Assessment Due Date

Week 10 Monday (17 Sept 2018) 11:45 pm AEST

Upload via moodle

Return Date to Students

Review/Exam Week Monday (8 Oct 2018)

Via moodle

Weighting

30%

Assessment Criteria

- Appropriate selection of pieces in the portfolio (10%)
- Identification of specific challenges for each piece in the portfolio (20%)
- Detailed analysis of methods used to meet these challenges for each piece in the portfolio (20%)
- Detailed justification for each piece in the portfolio (20%)
- Ability to write clearly and logically (10%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)
- Correct use of APA style for the in-text referencing and reference list (10%)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Clearly articulate, using written and oral presentations, the methods for assisting pupils to harness these elements to support good performance practice at elementary and advancing levels
- Critically evaluate the various pedagogies used in studio music teaching through participation in various written tasks.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

3 Practical and written assessment

Assessment Type

Practical and Written Assessment

Task Description

Weighting: 40% of term result

Length: 1200 words minimum + video recording of a minimum of 30 minutes in total.

Task:

Part A: You are to create **six videos**, each of a **minimum length of five minutes**. Each video will feature you as the performer on your chosen instrument or voice and will focus on technical and musical challenges for the **intermediate - advanced performer**.

- Three videos are to focus on **three separate technical areas** relevant to your chosen instrument/voice. You will demonstrate through speech and performance how to approach these technical issues. They should be relevant to the **intermediate - advanced student** in your instrument. You should show how **not to do the technique** as well as **how to do the technique**. Here are some possible examples to get you thinking:
 - Playing spiccato bowing on the violin
 - Double and triple tonguing on the flute
 - Breath control for long phrases (wind instruments and singing)
 - Bringing out the melody in a chordal piano piece
 - Sticking techniques for drummers.
- Three videos are to focus on **three separate repertoire/style/performance** areas relevant to your chosen instrument. This should be related to specific pieces of music that are part of the standard repertoire for your instrument/voice. You will demonstrate through speech and performance how to approach these repertoire/style/performance issues. You should show how **not to do the performance issue** as well as **how to do the performance issue**. They should be relevant to the **intermediate - advanced student** in your instrument. Here are some possible examples to get you thinking:
 - The application of rubato in a piece of piano music by Chopin
 - Developing characterisation in a music theatre song using vocal colour
 - Appropriate guitar soloing for a particular rock song
 - How to apply the damper pedal in a Bach Prelude for the piano

- Funk drumming patterns for a particular funk tune.

Part B: For each of the six videos, you will write a minimum of 200 words explaining your approach in the video and why this particular technique or musical style is important for an intermediate-advancing student in your instrument/voice. This written part must include a reference list in APA style, 6th edition.

Video assignment format:

- Each video should start with a title page that outlines the topic of the video and the name of the presenter.
- Make sure your camera position shows clearly your performance on the instrument, and is filmed with plenty of light on you and your instrument.
- The final videos should be **compressed as mp4 files**, as this is compatible across computer platforms and will be smaller in size.
- The six videos can be uploaded separately to Moodle or zip them together before uploading to Moodle.
- Each video should contain your discussion of the concept as well as a demonstration of the concept by you on your chosen instrument.

Written assignment format:

- Use 12 point Times New Roman font for the body of the essay.
- 1.5 spacing throughout
- You may use sub-headings if you wish to organise your assignment. These may be in a different colour or different size font.
- Include in-text references (citations) throughout the assignment.
- Include a Reference List at the end of the assignment in APA style, 6th edition.
 - Do NOT cite from Wikipedia or other websites that do not have an acknowledged author.
 - Include in your reference list all music scores used, CD and DVD recordings, Youtube sources, as well as books, academic journal articles, and articles from Oxford Music Online.

Assessment Due Date

Review/Exam Week Friday (12 Oct 2018) 11:45 pm AEST

Via Moodle

Return Date to Students

Results will be uploaded to Moodle site after completion of assessment.

Weighting

40%

Assessment Criteria

- Appropriate material chosen for inclusion in the videos (10%)
- Clear and accurate discussion of the concept by the presenter on the videos (30%)
- Clear and accurate demonstration of the concept by the presenter on the videos (30%)
- Detailed written justification for each concept presented on the videos (20%)
- Correct spelling, grammar, punctuation and clear lay-out (5%)
- Correct use of APA style for the in-text referencing and reference list (5%)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Clearly articulate, using written and oral presentations, the methods for assisting pupils to harness these elements to support good performance practice at elementary and advancing levels
- Critically evaluate the various pedagogies used in studio music teaching through participation in various written tasks.

Graduate Attributes

- Communication
- 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