MUSC12413 *Language of Modern Music 3*
Term 1 - 2019

Profile information current as at 29/04/2024 01:20 am

All details in this unit profile for MUSC12413 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
Building on the work covered in Language of Modern Music 2, you will continue to study aspects of the language of modern music. Modern harmony, melody, music structures, genre specific devices and stylistic idioms are all studied with weight given to practical applications as well as theoretical and analytical work. Analysis and written exercises are used to develop a competent knowledge of the structures and styles of modern harmony and melody.

Details
Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
This unit has a prerequisite of MUSC11406 Language of Modern Music 2.
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 - 2019
- Mackay
- Online
- Townsville

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: 20%
2. **Written Assessment**
Weighting: 20%
3. **Written Assessment**
Weighting: 60%

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

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Staff

Feedback
Listening examples for syncopation.

Recommendation
Students will be provided with additional listening examples to accompany the learning materials. This will help further contextualise the content and provide a deeper understanding. This will include excerpts from the bebop period. Isolated excerpts of comping patterns and improvisational lines that demonstrate the syncopation will be updated.

Unit Learning Outcomes

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

1. Explain the theoretical principles of modern music as they apply to harmony, melody, music structures and style within jazz and popular music idioms.
2. Analyse modern musical pieces with respect to harmony, melody, music structures and style within jazz and popular music idioms.
3. Apply the principles of modern music with respect to harmony, melody, music structures and style to create musical scores in jazz and popular music idioms.

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 - 20%	●		
2 - Written Assessment - 20%		●	
3 - Written Assessment - 60%			●

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 - 20%	•		•	•						
2 - Written Assessment - 20%		•	•	•		•				
3 - Written Assessment - 60%		•	•	•		•				

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 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1		

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2		

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2		

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3		

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3		

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4		

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5		**Written Assessment** Due: Week 7 Friday (3 May 2019) 11:30 pm AEST

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5		

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5		

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6		**Written Assessment** Due: Week 10 Friday (24 May 2019) 11:30 pm AEST

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6		

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6/Revision		

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Revision		**Written Assessment** Due: Review/Exam Week Friday (14 June 2019) 5:00 pm AEST

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment

Assessment Type
Written Assessment

Task Description
Worksheet 1 - **Swing Era**
Students will choose **ONE** swing era jazz solo from the list provided on the Moodle unit site. Students are required to analyse the solo from the score, outlining the melodic language used. You will specifically use the musical devices studied in the workbooks

Part 1 Analysis

- Mark on the score your analysis - indicating where certain improvisational techniques are used
- Upload score as a pdf. file

You must complete the following tasks on the solo:

1. Mark the note numbers against the harmony - example- 1,5,7,9,13 against the chord in each bar
2. Mark repetitive rhythms or special use of rhythm/ sequences
3. Mark any enclosures
4. Mark any chromaticism
5. Mark particular scales used or notes of significance

Part 2 *300 word discussion
In this discussion, you will need to comment on your analysis above. This must include theoretical reasoning - (discuss how and why the soloist used a particular device or harmony).
Things to include:

- Improvisational devices - mode and scale use
- Unique/Interesting chord usage, arpeggio and extension use
- Other harmonic devices (covered in the topics) Example: Tri-tone use or altered dominants
- Use of rhythms - Syncopation? Sequences?
- A typical sentence in the discussion might look like this: *In bars 4, 5, 7 & 13, the soloist used enclosures on quaver passages. In bar 4, you can see the target note is G on a Cmaj7. The two notes prior are G# and F#. These two non-diatonic notes create tension before resolving to the 5th degree of Cmaj7*
- Upload discussion 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.

*Note: This is a melodic assignment that looks at the techniques covered in the topics. Try to think back on LOMM 1 & 2

for specific rhythms or other musical language you find

Assessment Due Date
Week 7 Friday (3 May 2019) 11:30 pm AEST
Upload via Moodle site

Return Date to Students
Week 10 Friday (24 May 2019)
Moodle

Weighting
20%

Assessment Criteria
Criteria:

1. Accuracy of analysis **35%**
2. Ability to identify key improvisational techniques **35%**
3. Quality of harmonic analysis discussion **30%**

Referencing Style

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

Submission
Online

Submission Instructions
Submit via moodle.

Learning Outcomes Assessed

- Explain the theoretical principles of modern music as they apply to harmony, melody, music structures and style within jazz and popular music idioms.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Written Assessment

Assessment Type
Written Assessment

Task Description
Students will choose **two (2)** jazz standards (songs) from a list provided on the Moodle unit site. Students must reharmonize the standards using the techniques covered in the unit topics
Part 1 Reharmonization
Using Sibelius or Finale, reharmonize the chord progression using the following devices:

- Plurality substitutions
- Tri-tone substitutions
- Diminished substitutions
- Sus4 substitutions
- Secondary dominants

You must demonstrate use of each reharmonziation technique
Higher marks will be awarded to the most musically cohesive pieces - so try to experiment with the substitutions rather than just apply them where you see fit. A quality reharmonization must not lose the character of the original - but rather enhance it to create interesting colors
Upload these reharmonizations as a **pdf. file**
Part 2 *400 word discussion (per song)

- Discussion on the harmonic choices with theoretical explanations for each substitution

Things to include:

- Detail each substitution and justify the use with theoretical reasoning

- Describe the balance of the subtitution in comparison to the overall piece. How does each sub compliment the existing harmony? Does the tonality of the piece change too much? Why did you choose that particular section of the piece to reharmonize?

- Upload discussion 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.

Assessment Due Date
Week 10 Friday (24 May 2019) 11:30 pm AEST
Upload via Moodle site

Return Date to Students
Exam Week Monday (17 June 2019)
Moodle

Weighting
20%

Assessment Criteria
Criteria:

1. Accurate use of plurality substitutes **10%**
2. Accurate use of tri tone substitutes **10%**
3. Accurate us of diminished substitutes **10%**
4. Accurate use of sus4 substitutes **10%**
5. Accurate use of secondary dominants **10%**
6. Harmonic cohesion and balance in reharmoniszation **25%**
7. Quality of musical score/lead sheet **10%**
8. Completion of discussion of reharmonization **15%**

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Upload to Moodle

Learning Outcomes Assessed

- Analyse modern musical pieces with respect to harmony, melody, music structures and style within jazz and popular music idioms.

Graduate Attributes

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

3 Written Assessment

Assessment Type
Written Assessment

Task Description

- **Music theory test.** This test will consist of music theory questions relating to the work covered in the topics of the unit.

1. MKY**:** Class test schedules will be posted on the Moodle unit website.
2. Distance students may sit their class test (Assessment task 3) on campus (Mackay) or may nominate an exam invigilator in their local location. Please see the Moodle site for guidelines pertaining to the examination procedures.

Assessment Due Date
Review/Exam Week Friday (14 June 2019) 5:00 pm AEST
Exam

Return Date to Students

Results will become available after exam period.

Weighting
60%

Assessment Criteria
Music theory test:

- Accurate completion of all music theory tasks.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Offline

Submission Instructions
Class tests schedules will be posted on the Moodle unit website. Distance students must supply the name and address of an exam invigilator to the Unit Coordinator by the end of Week 5.

Learning Outcomes Assessed

- Apply the principles of modern music with respect to harmony, melody, music structures and style to create musical scores in jazz and popular music idioms.

Graduate Attributes

- 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