MUSC12416 *Studio Teaching Methods 1*
Term 1 - 2023

Profile information current as at 04/05/2024 05:05 am

All details in this unit profile for MUSC12416 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 this unit, you will study the fundamental theoretical and practical aspects of effective studio teaching in music for the beginner student. You will gain knowledge and skills in a number of internationally recognised music teaching philosophies and methods including those developed by Suzuki, Orff and Kodaly. You will also gain an understanding of core principles underpinning the studio teaching business industry. This includes developing a studio teaching business plan and associated risk analysis, as well as exploring current technologies that relate to marketing and promoting a music studio teaching business.

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

For entry into this unit, you must have completed 36 credit points in this course.
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 - 2023

- 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. **Written Assessment**
Weighting: 35%
2. **Written Assessment**
Weighting: 35%
3. **Practical and Written Assessment**
Weighting: 30%

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 evaluation data

Feedback

Include more examples/demonstrations of the teaching methodology being implemented into a classroom or studio setting.

Recommendation

Staff will provide more resources, practical exercises and interactive learning strategies to demonstrate the teaching methodology being implemented into a classroom or studio setting.

Feedback from Staff reflection

Feedback

Include practical exercises to implement teaching methodologies through zoom classes, and continue to link learning content to real world scenarios.

Recommendation

Staff will implement practical exercises for teaching different methodologies in the zoom sessions. These exercises will link learning to real world scenarios in studio teaching.

Unit Learning Outcomes

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

1. Compare and contrast the various pedagogical methods used in studio music teaching for beginner music students
2. Articulate the pedagogical strategies for assisting beginner music students to develop good performance practice for a particular instrument/voice in the studio
3. Generate a business plan and risk analysis for a music studio teaching business
4. Create a marketing and promotional plan for a music studio teaching business.

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**	**4**
1 - Written Assessment - 35%	●			
2 - Written Assessment - 35%		●		
3 - Practical and Written Assessment - 30%			●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	**2**	**3**	**4**
1 - Communication	•	•	•	•
2 - Problem Solving				
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence			•	•
7 - Cross Cultural Competence				
8 - Ethical practice				
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1 - Written Assessment - 35%	•		•	•						
2 - Written Assessment - 35%	•		•	•						
3 - Practical and Written Assessment - 30%	•		•	•		•				

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)
- eBooks from the CQUniversity Library

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

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

Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Introduction to Studio Teaching. What is it? The Beginner Student Reflection Task		

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: The Suzuki Method		

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: The Suzuki Method		

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Orff Schulwerk Method		

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Orff Schulwerk Method		

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Kodaly Method		

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Kodaly Method		

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Dalcroze Method		**Opinion Piece – Interviewing a local studio music teacher.** Due: Week 8 Friday (5 May 2023) 11:59 pm AEST

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: Questioning how we teach music		

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: Studio Teaching Website Design and Business Fundamentals		

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: Studio Teaching Website Design and Business Fundamentals		**Lesson Portfolio** Due: Week 11 Friday (26 May 2023) 11:59 pm AEST

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: Studio Teaching Website Design and Business Fundamentals		

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Music Teaching Studio Website Due: Exam Week Friday (16 June 2023) 11:59 pm AEST

Assessment Tasks

1 Opinion Piece – Interviewing a local studio music teacher.

Assessment Type
Written Assessment

Task Description
Task:
You have been tasked to write an opinion piece for the education magazine *"Studio Teacher's Digest"* about best practice for a studio music teacher. To do so, you must interview a studio music teacher in your community (or online) to understand their perspective on a range of music teaching issues. With this information, you must write an opinion piece that demonstrates your understanding, beliefs and ability to incorporate different perspectives relating to studio music teaching.
Students will be provided with an interview guide with set questions to use during the interview on the moodle assessment page.
Process and presentation: 2500 words

- Organise and interview a studio teacher in your community.
- Record the interview.
- Analyse the interview recording. After the interview, review your notes and reflect on the teacher's opinions and views. Think about how they align or differ from your own opinions and views.
- Summarise the person's opinions. Write a brief summary of the teacher's opinions on the question areas discussed. Be sure to include quotes or key points from the interview to support your summary.
- Present your own opinions. After summarising the teacher's opinions, present your own opinions on the topic. Use evidence and arguments to support your views, and reflect on how your views align or differ from the teacher's views.

Submission:
You must upload:

- Word document (docx.)
- Recording of interview. (.mp3 or .mp4)

*Interviews MUST be one-to-one (i.e. in-person interviews or zoom/online) Video recording is preferred. In some

instances participants may not wish to be filmed. If so, an audio recording will be accepted.

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 in areas.

· Include in-text references (citations) throughout the assignment.

· Include a Reference List at the end of the assignment in APA style, 7th edition. (Minimum 6 references)

*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 8 Friday (5 May 2023) 11:59 pm AEST

Submit through Moodle assessment page

Return Date to Students

Week 10 Friday (19 May 2023)

Through Moodle assessment page

Weighting

35%

Assessment Criteria

- Clearly describes teaching philosophies and how they can inform private music tutoring (10%)
- Discussion on the assessment of skill level and learning styles of students (5%)
- Describes approaches to planning and organising lessons (5%)
- Quality of discussion and argument relating to providing feedback to students (10%)
- Discussion on how to evaluate student progress (5%)
- Demonstrates a professional and proactive discussion to problem-solving and conflict resolution (10%)
- Discussion of how technology can support student learning and engagement (10%)
- Discusses strategies on how to communicate with parents or guardians about their child's progress (10%)
- Describes how to stay current and updated on teaching techniques and music industry developments (10%)
- Overall structure, grammar, spelling and presentation of opinion piece (12.5%)
- Evidence of wide reading & referencing system precision (12.5%)

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission

Online

Submission Instructions

Submit through Moodle assessment page

Learning Outcomes Assessed

- Compare and contrast the various pedagogical methods used in studio music teaching for beginner music students

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Lesson Portfolio

Assessment Type

Written Assessment

Task Description

Task:

You will articulate your knowledge and application of a specific teaching method and develop a series of lesson plans for a beginner student in your chosen area of focus in the one-to-one studio teaching environment.

Length: 2000 words

Prepare a portfolio of lesson plans suitable for a beginner student in their first year of study.

- You may focus on any instrument or voice, and any age group.
- State the teaching methodology chosen (Suzuki, Orff, Kodaly or Dalcroze).

- Give the intended age of the beginner student at the start of the assignment.

Possible scenarios:

- Learning the notes of an instrument
- Reading basic rhythms
- Teaching basic instrumental/vocal techniques
- Learning repertoire

This portfolio will consist of two parts:
Part 1: Five lesson plans

- Create five different lessons suitable for a beginner student in their first year of study using a chosen teaching methodology. (lesson duration 30 minutes)
- For each lesson, develop a template that articulates the lesson layout/schedule. (Examples found on moodle site)
- The lesson plans should articulate the lesson format. This may include activity titles, learning objectives, resources/materials, lesson outline information.
- Include any teaching resources/materials/activities as an Appendix.

Part 2: Written Justification

- For each lesson provide an explanation of the challenges that the student will face when learning the material/concepts and a discussion on how to meet those challenges.
- Justify the choice in material used in the lesson (exercises/concepts/musical pieces) in relation to the chosen methodology
- Give a justification for the methodology chosen in terms of the musical development of the student and their continued motivation as a music student and performer.
- To support your justification, you must refer to published books or journal articles on these topics. This will involve some direct quotations as well as information that you paraphrase into your own words. Always use in-text references and include these in your reference list.

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, 7th 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, media, Youtube sources, as well as books, academic journal articles, and articles from Oxford Music Online.

Assessment Due Date
Week 11 Friday (26 May 2023) 11:59 pm AEST
Submit through Moodle assessment page

Return Date to Students
Review/Exam Week Friday (9 June 2023)
Through Moodle assessment page

Weighting
35%

Assessment Criteria
Assessment Criteria

- Logical teaching plan that is appropriate for the age group and teaching scenario (15%)
- Pedagogical issues have been addressed using the chosen methodology (10%)
- Understanding and application of the chosen methodology (15%)
- Support materials provided clearly support the teaching plan (15%)
- Detailed analysis and justification of methods used to meet these challenges for each lesson of the portfolio (20%)
- Ability to write clearly and logically (10%)
- Correct spelling, grammar, punctuation and clear lay-out (5%)
- Correct use of APA style for the in-text referencing and reference list (10%)

Referencing Style

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

Submission
Online

Submission Instructions
Submit through Moodle assessment page

Learning Outcomes Assessed

- Articulate the pedagogical strategies for assisting beginner music students to develop good performance practice for a particular instrument/voice in the studio

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

3 Music Teaching Studio Website

Assessment Type
Practical and Written Assessment

Task Description
Task:
Using free website development software (links provided on the Moodle site), create a website for a real or imaginary music teaching business that involves you as the centre of the business.
Examples of music teaching businesses could be:
· Studio teaching business (face to face)
· Virtual studio business (online lessons)
Incorporation of all elements in the music teaching business website will include:
· Overview of the music teaching business
· Teaching philosophy/methodology
· Services provided
· Contact details
· Information on lesson prices/content purchasing
· Relevant policies
· Biography
· Photos & videos
· Other media
· The website is easy to navigate
· Accuracy of spelling and grammar
Submission Requirements:
Your assessment must be submitted as a Microsoft Word Document (.docx) and:

- Provide a link to access the website on the Word document
- Provide your name and student number on the Word Document.

Assessment Due Date
Exam Week Friday (16 June 2023) 11:59 pm AEST
Submit through Moodle assessment page

Return Date to Students
Exam Week Monday (12 June 2023)
Results will be returned after certification of grades

Weighting
30%

Assessment Criteria

· Appropriate overview of the music teaching business (15%)
· Evidence of teaching philosophy/methodology (10%)
· Appropriate contact details (5%)
· Appropriate information on lessons/products/services (15%)
· Clarity of relevant policies (12.5%)

· Inclusion of biography (2.5%)
· Appropriate photos & videos and other media (12.5%)
· The website is easy to navigate (10%)
· The website design is considered and appropriate (12.5%)
· Accuracy of spelling and grammar (5%)

Referencing Style

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

Submission
Online

Submission Instructions
Submit through Moodle assessment page

Learning Outcomes Assessed

- Generate a business plan and risk analysis for a music studio teaching business
- Create a marketing and promotional plan for a music studio teaching business.

Graduate Attributes

- Communication
- 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