MUSC12417 *Studio Teaching Methods 2*
Term 2 - 2023

Profile information current as at 04/05/2024 05:53 am

All details in this unit profile for MUSC12417 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 continue your development of the theoretical and 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 students at intermediate and advanced levels. You will concentrate on identifying the essential performing and educational elements of significant repertoire while learning how to assist students to harness these elements to support good performance practice at intermediate and advanced levels.

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 2 - 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: 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.

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 reflection

Feedback

Continue to develop engaging weekly tasks that encourage students to develop their music teaching skills

Recommendation

Staff will continue to develop engaging exercises for students to participate in class. This will assist in developing teaching skills and competence with teaching methodologies.

Feedback from Staff reflection

Feedback

Update unit materials relating the advance studio teaching

Recommendation

Staff will update the learning materials relating to advanced studio teaching.

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 intermediate and advancing levels
2. Articulate the various pedagogies used in studio music teaching for intermediate and advancing levels for your chosen instrument or voice
3. Explain and demonstrate the methods for assisting intermediate and advancing students to harness these elements to support good performance practice.

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			•
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 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 - 10 Jul 2023

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

Week 2 - 17 Jul 2023

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

Week 3 - 24 Jul 2023

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

Week 4 - 31 Jul 2023

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

Week 5 - 07 Aug 2023

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

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 The intermediate student		**The beginner student: The first year** Due: Week 6 Friday (25 Aug 2023) 11:59 pm AEST

Week 7 - 28 Aug 2023

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

Week 8 - 04 Sep 2023

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

Week 9 - 11 Sep 2023

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

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: The advancing student		**The intermediate student** Due: Week 10 Friday (22 Sept 2023) 11:59 pm AEST

Week 11 - 25 Sep 2023

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

Week 12 - 02 Oct 2023

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

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Practical Video Project Due: Review/Exam Week Friday (13 Oct 2023) 11:59 pm AEST

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 The beginner student: The first year

Assessment Type
Written Assessment

Task Description
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, 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, CD and DVD recordings, Youtube sources, as well as books, academic journal articles, and articles from Oxford Music Online.

*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 6 Friday (25 Aug 2023) 11:59 pm AEST
Upload to Moodle assessment page.

Return Date to Students
Week 8 Friday (8 Sept 2023)
Results available on Moodle site.

Weighting
30%

Assessment Criteria
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 (15%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)
- Correct use of APA style for the in-text referencing and reference list (5%)

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Identify essential performing and educational elements of significant repertoire for your chosen instrument or voice at intermediate and advancing levels
- Articulate the various pedagogies used in studio music teaching for intermediate and advancing levels for your chosen instrument or voice

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 The intermediate student

Assessment Type
Written Assessment

Task Description
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, 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, CD and DVD recordings, Youtube sources, as well as books, academic journal articles, and articles from Oxford Music Online.

*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 (22 Sept 2023) 11:59 pm AEST
Upload to Moodle assessment page.

Return Date to Students
Week 12 Friday (6 Oct 2023)
Results available on Moodle site.

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 (15%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)
- Correct use of APA style for the in-text referencing and reference list (5%)

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Identify essential performing and educational elements of significant repertoire for your chosen instrument or voice at intermediate and advancing levels
- Articulate the various pedagogies used in studio music teaching for intermediate and advancing levels for your chosen instrument or voice

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

3 Practical Video Project

Assessment Type
Practical and Written Assessment

Task Description
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, 7th 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.
- You may upload private youtube files or use DropBox to share the files.
- 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, 7th 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 (13 Oct 2023) 11:59 pm AEST
Upload to Moodle site

Return Date to Students
Exam Week Friday (20 Oct 2023)
Results will be available at the end of the term.

Weighting
40%

Assessment Criteria

- Appropriate material chosen for inclusion in the videos (12.5%)
- 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 (2.5%)

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Explain and demonstrate the methods for assisting intermediate and advancing students to harness these elements to support good performance practice.

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