



MUSC12420 Music Theatre Voice 3

Term 1 - 2022

Profile information current as at 17/05/2024 03:48 pm

All details in this unit profile for MUSC12420 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

As the first unit of the intermediate second year level in this series, you will continue the systematic development of skills in singing, music theory, aural musicianship and piano keyboard as it relates to your development as a music theatre singer. You will study the aspects of vocal technique appropriate for this level in your development as a music theatre singer along with a more in-depth exploration of music theatre vocal repertoire. As part of your singing technique, you will explore the phonetic aspects of various Australian Indigenous, Asian and European languages. The unit integrates your learning of singing with music theory, aural musicianship and piano keyboard, covering intermediate concepts of pitch, harmony, rhythm, pulse, tempo, articulation and expression. You are expected to develop cumulative levels of skill and knowledge through this series of units.

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

Pre-requisite: MUSC11415 Music Theatre Voice 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 - 2022

- 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. **Practical Assessment**

Weighting: 50%

2. **Practical Assessment**

Weighting: 15%

3. **Practical Assessment**

Weighting: 15%

4. **In-class Test(s)**

Weighting: 20%

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](#).

Unit Learning Outcomes

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

1. Demonstrate development of tonal complexion and vocal stamina in the accurate presentation of songs and technical work
2. Apply intermediate-level principles of breath usage, support and placement of the voice to various performance exercises
3. Apply intermediate principles of foreign pronunciation, intonation and comprehension in various languages within selected songs
4. Perform intermediate level pieces and exercises on the keyboard that relate to your musical development as a singer
5. Develop an intermediate level of aural musicianship through various practical vocal exercises
6. Complete music writing tasks using the elements of music relating to pitch, rhythm, keys, scales and chords as derived from the western art-music tradition and contemporary popular music styles at an intermediate level.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Practical Assessment - 50%	•	•	•			
2 - Practical Assessment - 15%				•		
3 - Practical Assessment - 15%					•	
4 - In-class Test(s) - 20%						•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•		•	•		•
2 - Problem Solving		•				•
3 - Critical Thinking	•	•	•	•	•	•
4 - Information Literacy						
5 - Team Work						
6 - Information Technology Competence						•
7 - Cross Cultural Competence						

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - Practical Assessment - 50%	•	•	•							
2 - Practical Assessment - 15%	•		•							
3 - Practical Assessment - 15%			•							
4 - In-class Test(s) - 20%	•	•	•			•				

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

Nicole Thomson Unit Coordinator
n.thomson@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Principal Instrument Tutorials Music Theory Tutorials Sight-Singing & Aural Tutorials Language Tutorials		

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Principal Instrument Tutorials Music Theory Tutorials Sight-Singing & Aural Tutorials Language Tutorials		

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Principal Instrument Tutorials Music Theory Tutorials Sight-Singing & Aural Tutorials Language Tutorials		

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Principal Instrument Tutorials Music Theory Tutorials Sight-Singing & Aural Tutorials Language Tutorials		

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Principal Instrument Tutorials Music Theory Tutorials Sight-Singing & Aural Tutorials Language Tutorials		

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Principal Instrument Tutorials Music Theory Tutorials Sight-Singing & Aural Tutorials Language Tutorials		

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Principal Instrument Tutorials Music Theory Tutorials Sight-Singing & Aural Tutorials Language Tutorials		

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Principal Instrument Tutorials Music Theory Tutorials Sight-Singing & Aural Tutorials Language Tutorials		

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Principal Instrument Tutorials
Music Theory Tutorials
Sight-Singing & Aural Tutorials
Language Tutorials

Keyboard Assessment (15%) Due:
Week 9 Friday (13 May 2022) 11:45
pm AEST
Music Theory Assessment (20%)
Due: Week 9 Friday (13 May 2022)
11:45 pm AEST

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Principal Instrument Tutorials Music Theory Tutorials Sight-Singing & Aural Tutorials Language Tutorials		Sight-Singing & Aural Assessment (15%) Due: Week 10 Friday (20 May 2022) 11:45 pm AEST

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
In-Class Exams		Practical Voice Assessment Due: Week 11 Friday (27 May 2022) 11:45 pm AEST

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Intensive Production Block		

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
Intensive Production Block		

Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
Intensive Production Block		

Term Specific Information

As the first unit of the intermediate second year level in this series, you will continue the systematic development of skills in singing, music theory, aural musicianship and piano keyboard as it relates to your development as a music theatre singer. You will study the aspects of vocal technique appropriate for this level in your development as a music theatre singer along with a more in-depth exploration of music theatre vocal repertoire. As part of your singing technique, you will explore the phonetic aspects of various foreign languages. The unit integrates your learning of singing with music theory, aural musicianship and piano keyboard, covering intermediate concepts of pitch, harmony, rhythm, pulse, tempo, articulation and expression. You are expected to develop cumulative levels of skill and knowledge through this series of units.

Unit Coordinator: Nicole Thomson (Voice/Sight-Singing/Aural/Languages)

Academic Staff: Sarah Rozekrans (Theory/Keyboard)

Assessment Tasks

1 Practical Voice Assessment

Assessment Type

Practical Assessment

Task Description

Singing Assessment

You will be required to complete a practical singing assessment consisting of the following:

Technical Exam (Closed Exam)

- Technical exercises as set for Level 3
- One prescribed folk song to be sung a cappella, in a key suitable to the student's voice without a starting note

being given

- Memorisation of a foreign-language song. This piece will be selected by the unit lecturers and may include choreography

Performance exam (closed exam)

- The program should demonstrate a choice of 4 works covering the different genres available throughout the history of 20th and 21st century music theatre with a total performance time of no longer than 18 minutes.
- The genres to be represented are as follows:
 - - pre-1950s (including operetta)
 - - legitimate (Golden Era) 1950-1965 approx
 - - pre-2000s (**MUST be composed by Stephen Sondheim**)
 - - post-2000s (contemporary)
- One piece must be a '**Song & Dance**' with planned choreography throughout the performance
- The program should show a variety of styles and tempos, and be sung entirely from memory.
- The program is to be chosen in consultation with your teacher to ensure an appropriate level of difficulty is attempted.
- Program notes for the performance exam must be submitted at the time of the vocal exam. These should include a song analysis of each piece, and a history of the work, composers and character. They should be a minimum of 200 words for each piece of music that you are performing.

Assessment Due Date

Week 11 Friday (27 May 2022) 11:45 pm AEST

Performance Exam

Return Date to Students

Exam Week Friday (17 June 2022)

After the conclusion of the Exam Period

Weighting

50%

Assessment Criteria

Music Theatre specialisation

The following criteria will be applied:

Technical examination

- accuracy of intonation
- accuracy of musical elements
- clarity and accuracy of lyrics
- breath control and support

Performance examination

- accuracy of intonation and consistency of pitch
- clarity and accuracy of lyrics
- ability to use support
- ability to use appropriate vocal colours and use of vocal colours
- ability to maintain correct vocal use whilst moving
- ability to make effective change between singing and speech qualities
- communication of content and the ability to understand the pieces presented
- appropriateness of program notes

Referencing Style

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

Submission

Offline

Submission Instructions

Offline Submission To Be Completed Within The Exam Period

Learning Outcomes Assessed

- Demonstrate development of tonal complexion and vocal stamina in the accurate presentation of songs and technical work
- Apply intermediate-level principles of breath usage, support and placement of the voice to various performance

exercises

- Apply intermediate principles of foreign pronunciation, intonation and comprehension in various languages within selected songs

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

2 Sight-Singing & Aural Assessment (15%)

Assessment Type

Practical Assessment

Task Description

You will continue to study intermediate Sight-Singing and Aural techniques through the application of Ensemble Singing with repertoire chosen in consultation with the class tutor.

Ensembles will sing in two- and three-part harmony and will be required to sing any and all vocal parts as part of the examination process.

Assessment Due Date

Week 10 Friday (20 May 2022) 11:45 pm AEST

In-Class Exam

Return Date to Students

Exam Week Friday (17 June 2022)

After the conclusion of the Exam Period

Weighting

15%

Assessment Criteria

Marking Criteria:

- Accuracy of pitch in holding melodic line
- Accuracy of pitch in holding harmony line
- Consistency in ensemble singing (ie blending of sound)
- Rhythmic accuracy and fluency

Referencing Style

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

Submission

Offline

Submission Instructions

In-Class Examination

Learning Outcomes Assessed

- Perform intermediate level pieces and exercises on the keyboard that relate to your musical development as a singer

Graduate Attributes

- Communication
- Critical Thinking

3 Keyboard Assessment (15%)

Assessment Type

Practical Assessment

Task Description

By the end of this unit, you will demonstrate:

- Hands together piece in compound time
- Note bash vocal line (RH only) in original and transposed key
- Transpose given lead sheet and accompany a singer in the new key

Assessment Due Date

Week 9 Friday (13 May 2022) 11:45 pm AEST

In-Class Exam

Return Date to Students

Exam Week Friday (17 June 2022)

To Be Returned After The Conclusion Of The Examination Period

Weighting

15%

Assessment Criteria**Assessment Criteria:**

- Ability to maintain integrity of original score
- Ability to arrange music through the manipulation of music elements
- Ability to justify composition choices clearly and logically
- Overall quality of score OR sound file

Referencing Style

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

Submission

Offline

Submission Instructions

In-Class Exam

Learning Outcomes Assessed

- Develop an intermediate level of aural musicianship through various practical vocal exercises

Graduate Attributes

- Critical Thinking

4 Music Theory Assessment (20%)

Assessment Type

In-class Test(s)

Task Description**Song Analysis Essay:**

Task:

Study the following clip of "Let's Call The Whole Thing Off" by Gershwin from Shall We Dance.

https://www.youtube.com/watch?v=LOILZ_D3aRg

Compare with the following clip of "A Lovely Night" by Pasek and Paul from La La Land.

<https://www.youtube.com/watch?v=waTDxRZ93Qc>

Through an analysis of the manipulation of music elements (most notably, form), you are to compare and contrast the use of the 32-bar format in these clips. What are the similarities and differences between each score? Despite the years between productions, how does the 32-bar format help character development? How does music of the Tin Pan Alley era influence scores today?

Assignment format:

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 and Rocks Back Pages.

- You should have a minimum of 5 references for this assignment
- Do NOT cite from Wikipedia or other websites that do not have an acknowledged author
- Use 12 point Times New Roman font for the body of the essay
- 1.5 spacing throughout
- Include in-text references (citations) throughout the assignment
- Include a Reference List at the end of the assignment in APA style, 7th edition

Assessment Due Date

Week 9 Friday (13 May 2022) 11:45 pm AEST

To be submitted through Moodle

Return Date to Students

Exam Week Friday (17 June 2022)

To Be Returned To Students After The Conclusion Of The Examination Period

Weighting

20%

Assessment Criteria

Assessment criteria:

- Clear introduction and conclusion (10%)
- Accuracy of information and depth of treatment of the topic (25%)
- Detailed discussion on the elements (especially 32-bar form) of the music examples provided
- 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 7th Edition \(APA 7th edition\)](#)

Submission

Offline

Submission Instructions

In-Class Examination

Learning Outcomes Assessed

- Complete music writing tasks using the elements of music relating to pitch, rhythm, keys, scales and chords as derived from the western art-music tradition and contemporary popular music styles at an intermediate level.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- 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