



MUSC13406 *Composition and Arranging 1*

Term 1 - 2017

Profile information current as at 17/05/2024 05:37 pm

All details in this unit profile for MUSC13406 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

This unit focuses on skills and methods associated with composing and arranging for small music ensembles. The Composition side of this unit will explore musical forms, melodic construction and harmonic devices. Arrangement studies investigate conventions of notation and require students to develop working arrangements for a variety of musical ensembles relating to their area of speciality. While students are expected to explore their own creativity and originality, due attention to rigor in the technical, musical and aesthetic aspects of the assigned tasks is required.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

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 MUSC12414 Language of Modern Music 4.

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 - 2017

- Distance
- 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. **Written Assessment**

Weighting: 30%

2. **Written Assessment**

Weighting: 35%

3. **Written Assessment**

Weighting: 35%

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

Feedback

There should be more online material.

Recommendation

Online material to be maintained and developed to assist student learning.

Action

There was a total overhaul of all the learning material and assessment items in this unit. This included a recreation of all online materials.

Unit Learning Outcomes

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

1. Develop your speciality music composition and arranging skills for small ensembles through the various written assignments for various groupings of instruments.
2. Demonstrate your competent handling of the materials of composition and arranging, including harmony, melody, form and style through a variety of written assignments relating to composition and arranging.
3. Demonstrate your competent handling of the aesthetics of composition and arranging including coherence, development, tension and resolution, structure and form and content and concept in your written assignments.
4. Develop your notational skills in the various genres, styles and instrumental and ensemble configurations covered by the unit through the various written assignments in this unit.
5. Explore your creativity and originality in the various composition and arranging tasks set for this unit.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 30%	•	•	•	•	•
2 - Written Assessment - 35%	•	•	•	•	•
3 - Written Assessment - 35%		•		•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - 35%	•	•	•	•		•				
3 - Written Assessment - 35%		•	•	•		•				

Textbooks and Resources

Textbooks

MUSC13406

Prescribed

Jazz composition and arranging in the digital age

Edition: 1st (2012)

Authors: Richard Sussman; Mike Abene

Oxford University Press

New York , NY , United States

ISBN: 9780195380996

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

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

David Reaston Unit Coordinator

d.reaston@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Overview Technical foundation	Reading 1: Sussman, R., & Abene, M. (2012). <i>Jazz composition and arranging in the digital age</i> . New York: Oxford University Press, USA. pp.15-35 Reading 2: Pease, T., & Pullig, K. (2001). <i>Modern jazz voicings: Arranging for small and medium ensembles</i> . Hal Leonard Corporation. pp.2-10	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Harmony: Standard Jazz Voicings	Reading 1: Sussman, R., & Abene, M. (2012). <i>Jazz composition and arranging in the digital age</i> . New York: Oxford University Press, USA. pp.90-95	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Harmony: Quartal Harmony and Modal Concepts

Reading 1: Sussman, R., & Abene, M. (2012). *Jazz composition and arranging in the digital age*. New York: Oxford University Press, USA. pp.96-97, 340-342.

Reading 2: Levine, M. (1989). *The jazz piano book*. Petaluma, CA: Sher Music Co. pp. 105-107.

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Harmony: Reharmonization	<p>Reading 1: Sussman, R., & Abene, M. (2012). <i>Jazz composition and arranging in the digital age</i>. New York: Oxford University Press, USA. pp.105-117, 119-126</p> <p>Reading 2: Levine, M. (1995). <i>The jazz theory book</i>. Petaluma, CA: Sher Music Co. pp. 259-295.</p>	Worksheet and reharmonization task Due: Week 4 Friday (31 Mar 2017) 11:45 pm AEST

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Composition: Melody and Motivic Development	Reading: Sussman, R., & Abene, M. (2012). <i>Jazz composition and arranging in the digital age</i> . New York: Oxford University Press, USA. pp.67-78	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Composition: Harmony and Form		

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Composition: Additional tools		Composition Due: Week 7 Monday (24 Apr 2017) 11:45 pm AEST

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Arranging: Form and planning	Reading: Sussman, R., & Abene, M. (2012). <i>Jazz composition and arranging in the digital age</i> . New York: Oxford University Press, USA. pp.131-142	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Arranging: 2 part, 3 part and countermelodies	<p>Reading 1: Sussman, R., & Abene, M. (2012). <i>Jazz composition and arranging in the digital age</i>. New York: Oxford University Press, USA. pp.74-75, 126-128.</p> <p>Reading 2: Dobbins, B. (1986). <i>Jazz arranging and composing: a linear approach (Vol. 1)</i>. Music Exchange. pp.19-33, 50-61.</p>	

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Arranging: Sections

Reading: Sussman, R., & Abene, M. (2012). *Jazz composition and arranging in the digital age*. New York: Oxford University Press, USA. pp.142-146, 225-234, 417-431.

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Arranging: The Rhythm section	<p>Reading 1: Sussman, R., & Abene, M. (2012). <i>Jazz composition and arranging in the digital age</i>. New York: Oxford University Press, USA. pp.161-170.</p> <p>Reading 2: Dobbins, B. (1986). <i>Jazz arranging and composing: a linear approach (Vol. 1)</i>. Music Exchange. pp.35-48.</p>	

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Score presentation	<p>Reading: Sussman, R., & Abene, M. (2012). <i>Jazz composition and arranging in the digital age</i>. New York: Oxford University Press, USA. pp.40-53, 193-196.</p>	

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		<p>Arrangement Due: Review/Exam Week Monday (5 June 2017) 11:45 pm AEST</p>

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

To enable you to get the best results in this unit, I suggest you purchase Sibelius music notation software. This can be bought in full or on an annual subscription. This can be used to complete all three assessments of this unit, however, you will find this music notation software very useful for other units in the Bachelor of Music degree. For more information on how to purchase this software, please go to the links on the Moodle website or contact me, the unit coordinator, David Reaston. Email: d.reaston@cqu.edu.au

Assessment Tasks

1 Worksheet and reharmonization task

Assessment Type

Written Assessment

Task Description

You will be required to:

- Demonstrate knowledge of instrument ranges and characteristics
- Voice melodic fragments in a variety of standard jazz voicings
- Demonstrate knowledge of the most common uses of standard jazz voicings and their application
- Demonstrate knowledge of voice leading
- Reharmonize a selection of music with a variety of techniques
- Provide a 200 - 500 word analysis of your reharmonization which is to include a Roman numeral analysis, and a commentary of the process used and any challenges faced along the way.

Assessment submission and presentation

You must submit:

- A completed worksheet as a (.pdf). This may be written by hand on the worksheet and later scanned, or re-written with a music notation program such as Sibelius.
- A reharmonization as a (.pdf). This may be written by hand on the worksheet and later scanned, or re-written with a music notation program such as Sibelius.
- A 200 - 500 word analysis of your reharmonization which 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.

Assessment Due Date

Week 4 Friday (31 Mar 2017) 11:45 pm AEST

Return Date to Students

Monday (17 Apr 2017)

Weighting

30%

Assessment Criteria

- Demonstrates knowledge of instrument ranges and characteristics (10%)
- Knowledge and Implementation of standard jazz voicings for the melodic fragments (30%)
- Demonstrates knowledge of the most common uses of standard jazz voicings and their application (5%)
- Demonstrates knowledge of voice leading (5%)
- Application of a variety of reharmonization techniques in given task (10%)
- Appropriate and creative use of reharmonization techniques in given task (20%)
- Appropriate and coherent Roman numeral analysis of reharmonization (5%)
- Clear communication of process (10%)
- Accuracy of spelling, punctuation and grammar; clarity of writing style (2%)
- Meeting delivery requirements (presentation, word count, style guide) (3%)

Referencing Style

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

Submission

Online

Submission Instructions

Submitted through Moodle

Learning Outcomes Assessed

- Develop your speciality music composition and arranging skills for small ensembles through the various written assignments for various groupings of instruments.
- Demonstrate your competent handling of the materials of composition and arranging, including harmony, melody, form and style through a variety of written assignments relating to composition and arranging.
- Demonstrate your competent handling of the aesthetics of composition and arranging including coherence, development, tension and resolution, structure and form and content and concept in your written assignments.
- Develop your notational skills in the various genres, styles and instrumental and ensemble configurations covered by the unit through the various written assignments in this unit.
- Explore your creativity and originality in the various composition and arranging tasks set for this unit.

Graduate Attributes

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

2 Composition

Assessment Type

Written Assessment

Task Description

You are to create a 32-bar composition (lead sheet including chords and melody) in a jazz/swing style.

The form of the composition should be one of the following:

- AABA
- ABAC
- AB (16 bars each)

You may be guided by pre-existing harmonic structures, however you should strive to be as original as possible with your chord progression and melody. To insure your chord progression is appropriate to the jazz tradition, include:

- II-V-I progressions
- At least one key change or strong tonicisation
- At least one secondary dominant chord
- At least one altered chord

Ensure the melody and harmony are well-integrated.

You do not need to write lyrics for this composition, however if it helps you in your writing process, then you are more than welcome to include them.

Analysis and written discussion

In addition, you will be required to provide a harmonic and melodic analysis of the melody and chord progression, and a 300 - 500 word discussion of your compositional process including any challenges faced along the way.

- Harmonic Analysis: Provide a Roman numeral analysis of the changes. Be sure to label key changes or tonicisations, secondary dominant chords and any altered chords.
- Melodic Analysis: Label each note of the melody as it relates to each of the chord changes. Be sure to label diatonic passing tones and chromatic passing tones.

Assessment submission and presentation

You must submit:

- A lead sheet of your original composition as a (.pdf). This is to be created on a music notation program (e.g. Sibelius).
- A harmonic analysis of your composition as a (.pdf). This may be created on a music notation program or by hand and scanned.
- A melodic analysis of your composition as a (.pdf). This may be created with a music notation program or by hand and scanned.
- A 300 - 500 word commentary of your compositional process 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.

Assessment Due Date

Week 7 Monday (24 Apr 2017) 11:45 pm AEST

Return Date to Students

Monday (8 May 2017)

Weighting

35%

Assessment Criteria

Composition

- Chord changes are appropriate to the genre (20%)
- Melody is well-implemented within the chord changes (20%)
- Implementation of II-V-I progressions (2%)
- Implementation of at key shifts (2%)
- Implementation of secondary dominant harmony (2%)
- Implementation of at altered harmony (2%)
- Style is adhered to in terms of melody (12%)

Analysis and written discussion

- Harmonic analysis is accurate and complete (10%)
- Melodic analysis is accurate and complete (10%)
- Discussion of compositional process (15%)
- Accuracy of spelling, punctuation and grammar; clarity of writing style (2%)
- Meeting delivery requirements (presentation, word count, style guide) (3%)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Develop your speciality music composition and arranging skills for small ensembles through the various written assignments for various groupings of instruments.
- Demonstrate your competent handling of the materials of composition and arranging, including harmony, melody, form and style through a variety of written assignments relating to composition and arranging.
- Demonstrate your competent handling of the aesthetics of composition and arranging including coherence, development, tension and resolution, structure and form and content and concept in your written assignments.
- Develop your notational skills in the various genres, styles and instrumental and ensemble configurations covered by the unit through the various written assignments in this unit.
- Explore your creativity and originality in the various composition and arranging tasks set for this unit.

Graduate Attributes

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

3 Arrangement

Assessment Type

Written Assessment

Task Description

Arrangement for small jazz ensemble and written discussion

You are to produce an arrangement of your composition from the previous assessment for a small jazz ensemble (3 – 4 horns + rhythm section). You may alter your composition based on feedback from the previous assessment, but not so much that it's a new piece.

The arrangement must include:

- A variety of standard jazz voicings
- An introduction
- A statement of the melody
- A transition/kicker
- A solo section with background parts
- A shout chorus or soli section
- Rhythmic comping
- A restatement of the melody demonstrating different arranging techniques to the original statement
- At least one modulation - either integrated into the harmonic structure or more broadly applied to a section
- A coda

An example of an arrangement for 3-4 horns could include trumpet, alto and/or tenor saxophone and trombone.

In addition, you are to submit a 500 - 800 word discussion on your arrangement.

Be sure to include:

- The process of taking the composition and arranging it
- An explanation what kinds of voicings you used where and why you used them
- Your approach to writing your introduction and ending
- Your approach to writing your shout chorus/soli section
- Your approach to writing background figures

Assessment submission and presentation

You must submit:

- A score of your arrangement as a PDF (.pdf) and a Sibelius file (.sib).
- Individual parts of your arrangement as (.pdf)'s. They are to be created on a music notation program (e.g. Sibelius).
- A 500 - 800 word discussion of your arrangement 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.

Assessment Due Date

Review/Exam Week Monday (5 June 2017) 11:45 pm AEST

Return Date to Students

Assessment will be returned at the end of term

Weighting

35%

Assessment Criteria

Arrangement

- Instrumental writing is effective and correct (20%)
- Arrangement displays coherence and unity (20%)
- All required sections are present and clearly marked (10%)
- All required arrangement devices are present and clearly marked (10%)
- Arrangement displays a variety of standard jazz voicings (5%)
- The score is laid out in a professional manner (5%)
- Parts are laid out in a professional manner (5%)

Written Discussion

- Discussion is considered, reflective, and complete (15%)
- Accuracy of spelling, punctuation and grammar; clarity of writing style (5%)
- Meeting delivery requirements (presentation, word count, style guide) (5%)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Demonstrate your competent handling of the materials of composition and arranging, including harmony, melody, form and style through a variety of written assignments relating to composition and arranging.
- Develop your notational skills in the various genres, styles and instrumental and ensemble configurations covered by the unit through the various written assignments in this unit.

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