MUSC13407 *Composition and Arranging 2*
Term 2 - 2017

All details in this unit profile for MUSC13407 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Building on the learning objectives of Composition and Arranging 1, this unit focuses on skills and methods associated with composing and arranging for medium to large 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

Prerequisite: MUSC13406
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 - 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 evaluations

Feedback
Learning materials

Recommendation
Ensure that all learning materials are up to date and reviewed on an annual basis

Unit Learning Outcomes

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

1. Develop your composition and arranging ability with respect to speciality music composition and arranging skills through various written assignments for medium to large ensemble.
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

— 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**	**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**
1 - Communication	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•

Graduate Attributes	Learning Outcomes				
	1	**2**	**3**	**4**	**5**
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
MUSC13407

Prescribed

Jazz Composition and Arranging in the Digital Age
(2012)
Authors: Sussman, R & Abene, M
Oxford University Press
New York , NY , USA
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)
- Professional Music Notation Software (Sibelius, Finale or MuseScore recommended)

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 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Overview Basic Voicings: Five-Part Soli Voicings	Sussman, R., & Abene, M. (2012). *Jazz composition and arranging in the digital age.* New York: Oxford University Press, USA. pp.197-199.	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Basic Voicings: Five-Part Spreads Five-Note Soli Voicings	Sussman, R., & Abene, M. (2012). *Jazz composition and arranging in the digital age.* New York: Oxford University Press, USA. pp.197-199.	

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Modern Jazz Voicings: Fourths and Clusters	Sussman, R., & Abene, M. (2012). *Jazz composition and arranging in the digital age.* New York: Oxford University Press, USA. pp.339-341, 349-350	

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Modern Jazz Voicings: Upper Structure Triads	Sussman, R., & Abene, M. (2012). *Jazz composition and arranging in the digital age.* New York: Oxford University Press, USA. pp.345-346	

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Composition: Melodic focus		**Arranging Task** Due: Week 5 Monday (7 Aug 2017) 11:45 pm AEST

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Composition: Harmonic focus		

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

| | Sussman, R., & Abene, M. (2012). *Jazz* |
| Writing Stylistically for the Rhythm Section | *composition and arranging in the digital age.* New York: Oxford University Press, USA. pp.161-170 |

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Arranging for 6 Parts		

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Form and Planning the Arrangement (6 Horns)	Sussman, R., & Abene, M. (2012). *Jazz composition and arranging in the digital age.* New York: Oxford University Press, USA. pp.213-224	

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Soli and Shout Chorus	Sussman, R., & Abene, M. (2012). *Jazz composition and arranging in the digital age.* New York: Oxford University Press, USA. pp.225-235	**Composition and Arrangement task** Due: Week 10 Monday (18 Sept 2017) 11:45 pm AEST

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Dynamics and Articulation	Sussman, R., & Abene, M. (2012). *Jazz composition and arranging in the digital age.* New York: Oxford University Press, USA. pp.200-203	

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Completing the 6-Horn Arrangement	Sussman, R., & Abene, M. (2012). *Jazz composition and arranging in the digital age.* New York: Oxford University Press, USA. pp.40-53, 237-260	

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Six-Horn Arrangement Due: Exam Week Monday (16 Oct 2017) 11:45 pm AEST

Assessment Tasks

1 Arranging Task

Assessment Type
Written Assessment

Task Description
You will be required to arrange a selection of music (provided on the Moodle site) for five horns, using a variety of standard and modern jazz voicings.

An example of an arrangement for 5 horns could include one trumpet, one alto sax, one tenor sax, one baritone sax, and one trombone. Other combinations will be provided on the Moodle site.

Your arrangement must:
• Demonstrate knowledge of instrument ranges and characteristics
• Use a variety of standard jazz voicings
• Use a variety of modern jazz voicings
• Demonstrate knowledge of voice leading

You will also need to provide a 500-word analysis of your arrangement and a commentary of the process used and any challenges faced along the way.

For further details, please see the Moodle site.

Assessment Due Date
Week 5 Monday (7 Aug 2017) 11:45 pm AEST

Return Date to Students
Monday (4 Sept 2017)

Weighting
30%

Assessment Criteria

• Demonstrates knowledge of instrument ranges and transpositions (10%)
• Knowledge and creative implementation of standard and modern jazz voicings (50%)
• Demonstrates knowledge of voice leading (5%)
• Score Layout (10%)
• Clear communication of process (20%)
• 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 composition and arranging ability with respect to speciality music composition and arranging skills through various written assignments for medium to large ensemble.
- 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 and Arrangement task

Assessment Type
Written Assessment

Task Description
You are to produce an arrangement of an original 32-bar composition in a Latin/ Bossa-Nova style for one horn and rhythm section (piano-bass-drums).

Composition Element
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 ensure your chord progression is appropriate to the style, include:
• II-V-I progressions
• At least one key change or strong tonicisation
• At least one sub-V7 (tri-tone substitute) chord
• At least one diminished 7th chord

Ensure the melody and harmony are well-integrated.
Arrangement Element
Your arrangement should be one chorus (32 bars) and include:
• A transposed (if applicable) lead part
• A piano part with rhythmic slash notation
• A written bass line.
• A written drum part
Harmonic analysis
In addition, you will be required to provide a harmonic analysis of the chord progression. Be sure to label key changes or tonicisations, secondary dominant chords and any subV7 chords.

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 (lead-sheet) as a (.pdf). This may be created on a music notation program or by hand and scanned.
• A score of your arrangement as a PDF (.pdf) and a Sibelius file (.sib).

Assessment Due Date
Week 10 Monday (18 Sept 2017) 11:45 pm AEST

Return Date to Students
Review/Exam Week Friday (13 Oct 2017)

Weighting
35%

Assessment Criteria
Composition
• Chord changes are creative and appropriate to the genre (10%)
• Melody is well-implemented within the chord changes (10%)
• Implementation of II-V-I progressions (2%)
• Implementation of at key shifts/ tonicisation (2%)
• Implementation of tri-tone substituion (2%)
• Implementation of diminished 7th harmony (2%)
• Style is adhered to in terms of melody (12%)
Arrangement
• Lead part is written correctly (7%)
• Piano part is written correctly (7%)
• Bass line is written correctly (7%)
• Drum part is written correctly (7%)
• Overall score presentation (7%)
Analysis
• Harmonic analysis is accurate and complete (15%)

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Develop your composition and arranging ability with respect to speciality music composition and arranging skills through various written assignments for medium to large ensemble.
- 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 Six-Horn Arrangement

Assessment Type
Written Assessment

Task Description
You are to produce an arrangement of a jazz standard (to be supplied on Moodle) for a medium-sized jazz ensemble (6 horns + rhythm section).
The arrangement must include:

- A variety of standard and modern jazz voicings
- An introduction
- A statement of the melody
- A transition/kicker
- A solo section with background parts
- A shout chorus or soli
- A restatement of the melody demonstrating different arranging techniques to the original statement
- A coda

Mark all of these devices clearly on the score.
An example of an arrangement for 6 horns plus rhythm section could include two trumpets, one alto sax, one tenor sax, one baritone sax, one trombone plus rhythm section (piano, bass, drums, guitar optional).

Written Discussion
In addition, you are to submit an 800 - 1000 word discussion on your arrangement. Be sure to include:

- The process of taking the standard 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
- Your approach to writing background figures

Assessment submission and presentation
You must submit:
The Sibelius, Musescore, or Music xml file. **No other formats are permitted**.
A score of your arrangement as a PDF (.pdf)
Individual parts of your arrangement as (.pdf)'s. They are to be created on a music notation program (e.g. Sibelius).
A 800 - 1000 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
Exam Week Monday (16 Oct 2017) 11:45 pm AEST

Return Date to Students

Returned on the date of Certification of Grades

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 and modern 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

- Develop your composition and arranging ability with respect to speciality music composition and arranging skills through various written assignments for medium to large ensemble.
- 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

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