MUSC13407 *Composition and Arranging 2*
Term 2 - 2018

Profile information current as at 24/04/2024 04:54 am

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

In this unit you will focus on skills and techniques for creating written arrangements for various medium to large music ensembles within the jazz and popular music idioms. You will also explore compositional techniques that will support these arrangements, combining elements of creativity and originality, as well as attention to technical, musical and aesthetic aspects of these arrangements.

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 - 2018

- 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: 10%
2. **Written Assessment**
Weighting: 20%
3. **Written Assessment**
Weighting: 25%
4. **Written Assessment**
Weighting: 45%

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 Unit Evaluation

Feedback
Assessment Items

Recommendation
Re-evaluate assessment items to make them more relevant to students not enrolled in the Jazz and Pop specialisation.

Feedback from Unit Evaluation

Feedback
Learning Materials

Recommendation
Re-evaluate assessment items to make them more relevant to students not enrolled in the Jazz and Pop specialisation.

Unit Learning Outcomes

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

1. Competently handle elements of harmony, melody, form and style through a variety of written assignments for medium to large music ensembles
2. Develop elements of musical coherence, tension and resolution, as well as aesthetic sensibility through a variety of written assignments for medium to large music ensembles
3. Present written music scores accurately using all notation conventions appropriate to the style
4. Demonstrate creativity and originality in a variety of written assignments for medium to large music ensembles.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   • Introductory Level   • Intermediate Level   • Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 25%	•	•	•	•
2 - Written Assessment - 10%	•	•	•	•
3 - Written Assessment - 20%	•	•	•	•
4 - Written Assessment - 45%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1 - Written Assessment - 25%	•	•	•	•		•				
2 - Written Assessment - 10%	•	•	•	•		•				
3 - Written Assessment - 20%	•	•	•	•		•				
4 - Written Assessment - 45%	•	•	•			•				

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 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 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction/Overview Module 1: Five and Six-Part Voicings	Sussman, R., & Abene, M. (2012). Jazz composition and arranging in the digital age. New York: Oxford University Press, USA. Chapter 16.	

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Five and Six-Part Voicings	Sussman, R., & Abene, M. (2012). Jazz composition and arranging in the digital age. New York: Oxford University Press, USA. Chapter 16.	

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Five and Six-Part Voicings	Sussman, R., & Abene, M. (2012). Jazz composition and arranging in the digital age. New York: Oxford University Press, USA. Chapter 16.	

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Five and Six-Part Voicings	Sussman, R., & Abene, M. (2012). Jazz composition and arranging in the digital age. New York: Oxford University Press, USA. Chapter 16.	

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Five and Six-Part Voicings	Sussman, R., & Abene, M. (2012). Jazz composition and arranging in the digital age. New York: Oxford University Press, USA. Chapter 16.	**Worksheet 1** Due: Week 5 Thursday (9 Aug 2018) 11:45 pm AEST

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Writing Stylistically for the Rhythm Section		**Worksheet 2** Due: Week 6 Thursday (23 Aug 2018) 11:45 pm AEST

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Writing Stylistically for the Rhythm Section		

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Writing for vocalists and orchestral instruments		

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Writing for vocalists and orchestral instruments		**Worksheet 3** Due: Week 9 Thursday (13 Sept 2018) 11:45 pm AEST

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: The 6-Horn Arrangement	Sussman, R., & Abene, M. (2012). Jazz composition and arranging in the digital age. New York: Oxford University Press, USA. Chapter 17, 18 and 19.	

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: The 6-Horn Arrangement	Sussman, R., & Abene, M. (2012). Jazz composition and arranging in the digital age. New York: Oxford University Press, USA. Chapter 17, 18 and 19.	

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: The 6-Horn Arrangement	Sussman, R., & Abene, M. (2012). Jazz composition and arranging in the digital age. New York: Oxford University Press, USA. Chapter 17, 18 and 19.	

Review/Exam Week - 08 Oct 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Arrangement Due: Review/Exam Week Friday (12 Oct 2018) 11:45 pm AEST
Exam Week - 15 Oct 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

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 the 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 1

Assessment Type
Written Assessment

Task Description
Five-part Jazz Voicings
You will be required to:

- Supply five-part basic and modern jazz voicings for a variety of melodic situations
- Demonstrate knowledge of modern jazz harmony

Assessment Due Date
Week 5 Thursday (9 Aug 2018) 11:45 pm AEST

Return Date to Students
Week 7 Monday (27 Aug 2018)

Weighting
10%

Assessment Criteria
Question 1

- Close-position voicings are correct (7%)
- Drop-2 voicings are correct (7%)
- Drop-3 voicings are correct (7%)
- Drop-2+4 voicings are correct (7%)

Question 2

- Close-position voicings are correct (7%)
- Drop-2 voicings are correct (7%)
- Drop-2+4 voicings are correct (7%)

Question 3

- Fourth voicings are correct (12%)

Question 4

- Cluster voicings are correct (12%)

Question 5

- Upper structure triad voicings are correct (12%)

Question 6

- Chord names have been answered correctly (15%)

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Competently handle elements of harmony, melody, form and style through a variety of written assignments for medium to large music ensembles
- Develop elements of musical coherence, tension and resolution, as well as aesthetic sensibility through a variety of written assignments for medium to large music ensembles
- Present written music scores accurately using all notation conventions appropriate to the style
- Demonstrate creativity and originality in a variety of written assignments for medium to large music ensembles.

Graduate Attributes

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

2 Worksheet 2

Assessment Type
Written Assessment

Task Description
Harmonic Analysis
You will be required to:

- Create a piano reduction from a given score for six horns and provide an analysis of the harmonic content
- For each chord, provide the name of the chord; identify each chord tone; and identify the type of voicing.

Assessment Due Date
Week 6 Thursday (23 Aug 2018) 11:45 pm AEST

Return Date to Students
Week 9 Monday (10 Sept 2018)

Weighting
20%

Assessment Criteria

- Piano reduction is correct (25%)
- Chord names have been identified correctly (25%)
- Chord tones have been identified correctly (30%)
- Voicing types have been identified correctly (10%)
- Work has been presented clearly and correctly (10%)

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Competently handle elements of harmony, melody, form and style through a variety of written assignments for

medium to large music ensembles
- Develop elements of musical coherence, tension and resolution, as well as aesthetic sensibility through a variety of written assignments for medium to large music ensembles
- Present written music scores accurately using all notation conventions appropriate to the style
- Demonstrate creativity and originality in a variety of written assignments for medium to large music ensembles.

Graduate Attributes

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

3 Worksheet 3

Assessment Type
Written Assessment

Task Description
Writing for Rhythm Section Instruments
You will be required to:

- Demonstrate knowledge of instrument ranges and characteristics
- Write for Rhythm Section instruments in a variety of styles.

Assessment Due Date
Week 9 Thursday (13 Sept 2018) 11:45 pm AEST

Return Date to Students
Week 12 Monday (1 Oct 2018)

Weighting
25%

Assessment Criteria
Question 1

- Piano part is written correctly and appropriate to the style (20%)

Question 2

- Guitar part is written correctly and appropriate to the style (10%)
- Bass part is written correctly and appropriate to the style (10%)
- Drum part is written correctly and appropriate to the style (10%)

Question 3

- Guitar part is written correctly and appropriate to the style (10%)
- Piano part is written correctly and appropriate to the style (15%)
- Bass part is written correctly and appropriate to the style (15%)
- Drum part is written correctly and appropriate to the style (10%)

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Competently handle elements of harmony, melody, form and style through a variety of written assignments for medium to large music ensembles
- Develop elements of musical coherence, tension and resolution, as well as aesthetic sensibility through a variety of written assignments for medium to large music ensembles
- Present written music scores accurately using all notation conventions appropriate to the style
- Demonstrate creativity and originality in a variety of written assignments for medium to large music ensembles.

Graduate Attributes

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

4 Arrangement

Assessment Type
Written Assessment

Task Description
Arrangement for medium-sized jazz ensemble with discussion
You are to produce an arrangement for a medium-sized jazz ensemble (6 horns + rhythm section). The arrangement will be of a piece of your choosing from a list provided on the Moodle website.
The arrangement may be in any of the styles covered in the unit or in *MUSC13406 Composition and Arranging 1.*
The arrangement must include:

- A variety of standard jazz voicings and textures
- 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/ending

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).
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 Due Date
Review/Exam Week Friday (12 Oct 2018) 11:45 pm AEST

Return Date to Students

Assessment to be returned at the end of the Term.

Weighting
45%

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 sections are stylistically authentic (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

- Competently handle elements of harmony, melody, form and style through a variety of written assignments for medium to large music ensembles
- Develop elements of musical coherence, tension and resolution, as well as aesthetic sensibility through a variety of written assignments for medium to large music ensembles
- Present written music scores accurately using all notation conventions appropriate to the style
- Demonstrate creativity and originality in a variety of written assignments for medium to large music ensembles.

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