



# MUSC13407 *Composition and Arranging 2*

## Term 2 - 2019

Profile information current as at 05/05/2024 03:31 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 - 2019

- Mackay
- Online

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 10%

#### 2. **Written Assessment**

Weighting: 25%

#### 3. **Written Assessment**

Weighting: 20%

#### 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 Student evaluation data

##### Feedback

Request for interactive online tutorials for distance students.

##### Recommendation

Encourage distance students to engage in the channels for interaction already offered in the Echo360 platform.  
Encourage distance students to contact the lecturer/unit coordinator when issues arise during the term.

## 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



### 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	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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](mailto:d.reaston@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction/Overview Module 1: Five-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 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Five-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 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Five-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 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Writing for Vocalists and Orchestral Instruments		

### Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Writing for Vocalists and Orchestral Instruments		<b>Worksheet 1</b> Due: Week 5 Wednesday (14 Aug 2019) 11:45 pm AEST

### Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Writing Stylistically for the Rhythm Section		

### Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Module 3: Writing Stylistically for the Rhythm Section

**Worksheet 2** Due: Week 7  
Wednesday (4 Sept 2019) 11:45 pm AEST

#### Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Six-Part Voicings		

#### Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Arrangement Sections and Planning	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 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Arrangement Sections and Planning	Sussman, R., & Abene, M. (2012). Jazz composition and arranging in the digital age. New York: Oxford University Press, USA. Chapter 17, 18 and 19.	<b>Worksheet 3</b> Due: Week 10 Monday (23 Sept 2019) 11:45 pm AEST

#### Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Arrangement Sections and Planning	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 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Arrangement Sections and Planning	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 - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Arrangement</b> Due: Review/Exam Week Friday (18 Oct 2019) 11:45 pm AEST

#### Exam Week - 21 Oct 2019

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 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 Wednesday (14 Aug 2019) 11:45 pm AEST

## Return Date to Students

Week 7 Wednesday (4 Sept 2019)

## 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

#### Arranging and Transposition Tasks

You will be required to:

- Arrange a given melody for SATB choir and write a short essay explaining your process
- Create a piano reduction from a transposed score for six horns
- Create a string quartet accompaniment for a given melody

### Assessment Due Date

Week 7 Wednesday (4 Sept 2019) 11:45 pm AEST

### Return Date to Students

Week 10 Wednesday (25 Sept 2019)

### Weighting

25%

### Assessment Criteria

Question 1.a)

- Vocal writing is effective and stylistically appropriate (17%)
- All voices are in their correct range (5%)
- Arrangement displays coherence, balance and unity (5%)
- Harmony has been implemented correctly (12%)

Question 1.b)

- Discussion is considered, reflective, and complete (8%)
- Accuracy of spelling, punctuation and grammar; clarity of writing style (2%)
- Meeting delivery requirements (presentation, word count\*, style guide) (1%)

Question 2

- Piano reduction is correct and complete (20%)

Question 3

- Instrumental writing is effective and correct (15%)
- All parts are in their correct range (5%)
- Arrangement displays coherence, balance and unity (3%)
- Harmony has been implemented correctly (5%)
- Score presentation (2%)

\*The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

### Referencing Style

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

### Submission

Online

### Submission Instructions

You must submit your answers as a PDF (.pdf). This should be written with a music notation program such as Sibelius. The Sibelius file or mp3 or wav file for questions 1 and 3 are to be included. A 500 word (max) discussion of your SATB arrangement for Question 1 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. Include your name and student number.



## 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 10 Monday (23 Sept 2019) 11:45 pm AEST

### Return Date to Students

Week 12 Wednesday (9 Oct 2019)

### Weighting

20%

### 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 with Written Discussion

You are to produce an arrangement for one of the following ensembles:

1. A medium-sized jazz ensemble consisting of six horns + rhythm section. For example: two trumpets, one alto sax, one tenor sax, one baritone sax, one trombone plus a rhythm section of piano, bass and drums (guitar optional).
2. A medium-sized jazz ensemble consisting of one vocalist + four or five horns + rhythm section. For example: one vocalist, one trumpet, one alto sax, one tenor sax, one baritone sax, one trombone plus a rhythm section of piano, bass and drums (guitar optional).
3. SATB Choir + rhythm section of piano, bass and drums (guitar optional). The soloist may either be for a vocalist or a rhythm section instrument with the remaining vocal parts providing background parts for solos.
4. A medium-sized contemporary/pop ensemble consisting of one vocalist + strings + rhythm section of piano, bass and drums (guitar optional). The soloist may either be for a vocalist or a rhythm section instrument with the strings providing background parts for solos.

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 this unit (MUSC13407) or in *MUSC13406 Composition and Arranging 1*.

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 horn/string/vocal parts
- A shout chorus/soli (for jazz based arrangements) or composed ensemble section/interlude
- A coda/ending

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 or composed ensemble section/interlude
- Your approach to writing background figures in the solo section

\*The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

### **Assessment Due Date**

Review/Exam Week Friday (18 Oct 2019) 11:45 pm AEST

### **Return Date to Students**

Assessment to be returned at the end of the Term.

### **Weighting**

45%

## **Assessment Criteria**

### Arrangement

- Instrumental/Vocal writing is effective and correct (20%)
- Arrangement displays coherence and unity (15%)
- Arrangement displays a variety of standard and modern jazz voicings (5%)
- Introduction is present and effective (5%)
- Statement of the melody is present and effective (5%)
- Transition/kicker is present and effective (5%)
- Solo section and background parts are present and effective (5%)
- Shout chorus/soli/composed ensemble section/interlude is present and effective (5%)
- Coda/Ending is present and effective (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 (2.5%)
- Meeting delivery requirements (presentation, word count\*, style guide) (2.5%)

## **Referencing Style**

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

## **Submission**

Online

### **Submission Instructions**

You must submit: A Sibelius file or mp3 or wav file of your arrangement. 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). An 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

### **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