



MUSC13413 *Multi-Instrument Fundamentals and Ensemble Direction 1*

Term 1 - 2023

Profile information current as at 16/05/2024 12:21 pm

All details in this unit profile for MUSC13413 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

The effective delivery of an instrumental music curriculum is contingent on the knowledge and ability of the teacher in two associated areas: multi-instrument instruction and conducting technique. Through foundational studies of multi-instrument and conducting techniques, you will have the opportunity to develop the pedagogical skills and concepts required to deliver successful group instrumental music instruction and ensemble direction for beginning students. In this unit, you will be required to undertake a second instrument study in an area of your choice from the woodwind, brass or percussion families of instruments, performing repertoire and exercises relative to the beginner level. Additionally, you will develop ensemble directing skills and conducting techniques for beginner ensembles.

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

For entry into this unit, you must have completed 36 credit points in this course.

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 - 2023

- 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. **Practical Assessment**

Weighting: 40%

2. **Practical Assessment**

Weighting: 40%

3. **Reflective Practice Assignment**

Weighting: 20%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

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 SUTE

Feedback

Inclusion of a repertoire assessment item, similar to other practical units.

Recommendation

Although not a stand alone assessment item, this unit already includes the provision for repertoire performance, embedded within the practical assessment of the 2nd instrument study. It is recommended that this remains the same in future offerings.

Unit Learning Outcomes

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

1. Perform beginning student repertoire on an instrument that is not your primary instrument of study from the woodwind, brass or percussion instrument families
2. Demonstrate practical conducting techniques required for the musical direction of a beginning ensemble
3. Explain the technical challenges of your chosen instrument of study and pedagogical methods for the successful development of beginner students.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Practical Assessment - 40%	•		
2 - Practical Assessment - 40%		•	
3 - Reflective Practice Assignment - 20%			•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication		•	
2 - Problem Solving	•	•	
3 - Critical Thinking	•	•	•

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - Practical Assessment - 40%		•	•	•						
2 - Practical Assessment - 40%	•	•	•	•						
3 - Reflective Practice Assignment - 20%			•	•		•				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Webcam

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Jason Smyth-Tomkins Unit Coordinator
j.smyth-tomkins@cqu.edu.au

Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the lesson platform.		

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Multi Instrument: Study of your chosen instrument, progressing through the online lesson content at your own pace. Conducting: Module 1 (The Basics)		

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Multi Instrument: Study of your chosen instrument, progressing through the online lesson content at your own pace. Conducting: Module 1 (The Basics)		

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Multi Instrument: Study of your chosen instrument, progressing through the online lesson content at your own pace. Conducting: Module 2 (Laban Theory of Movement)		

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Multi Instrument: Study of your chosen instrument, progressing through the online lesson content at your own pace. Conducting: Module 2 (Laban Theory of Movement)		

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Multi Instrument: Study of your chosen instrument, progressing through the online lesson content at your own pace. Conducting: Module 2 (Laban Theory of Movement)		

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Multi Instrument: Study of your chosen instrument, progressing through the online lesson content at your own pace.

Conducting Technique Assessment Due: Week 7 Friday (28 Apr 2023) 11:45 pm AEST

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Multi Instrument: Study of your chosen instrument, progressing through the online lesson content at your own pace.		

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Multi Instrument: Study of your chosen instrument, progressing through the online lesson content at your own pace.		

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Multi Instrument: Study of your chosen instrument, progressing through the online lesson content at your own pace.		

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Multi Instrument: Study of your chosen instrument, progressing through the online lesson content at your own pace.		2nd Instrument Study Due: Week 11 Friday (26 May 2023) 11:45 pm AEST

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Reflective Practice Due: Week 12 Friday (2 June 2023) 11:45 pm AEST

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Term Specific Information

This unit provides a structured approach to learning a new instrument. For woodwind, brass, percussion and strings, a group method textbook is required for the study of your chosen instrument. The most commonly used and recommended texts are *Tradition of Excellence* (Kjos Publications), *Essential Elements* (Hal Leonard), *Essential Elements for Strings* (Hal Leonard) and *String Basics* (Kjos Publications). All students require access to a **conducting baton** and **your chosen instrument** for this unit. Instruments are not provided by the university. At your time of enrolment in this unit, please contact the Unit Coordinator, Jason Smyth-Tomkins (j.smyth-tomkins@cqu.edu.au) to discuss your instrument selection and resources.

Assessment Tasks

1 Conducting Technique Assessment

Assessment Type

Practical Assessment

Task Description

In this task you will be required to submit a video, demonstrating fundamental conducting techniques, relative to the direction of a beginner - intermediate ensemble.

Your recording must demonstrate the following:

- Demonstrate the techniques discussed in Become a Master Conductor (Module 1 and 2) including: preparation, downbeats and releases, articulation, 2, 3 and 4/4 time signatures and dynamics
- 4/4 time | 60 - 90bpm | 8-bars of each of the following: flick (staccato), dab (tenuto), slash (accent), punch (marcato) and float (slurred) articulations
- 8-bars of each using the dab gesture, demonstrate the following time signatures: 4/4, 2/4 and 3/4
- Demonstrate crescendo and decrescendo (press)
- Accurately conduct the conducting etude (PDF supplied), combining various techniques developed in this unit
- State the name of the each gesture at the beginning of exercise.

Your recording must:

- Have a clear view of you, facing towards the camera
- Where necessary, use a metronome.

Assessment Due Date

Week 7 Friday (28 Apr 2023) 11:45 pm AEST

Return Date to Students

Week 9 Friday (12 May 2023)

Weighting

40%

Assessment Criteria

- Demonstration of appropriate stance and upper body position (torso and arms) - 10%
- Development of baton grip and baton position - 10%
- Clarity and accuracy of simple time conducting patterns - 25%
- Ability to convey precise tempo - 15%
- Effective communication of articulations - 35%
- Effective communication of dynamics relative (baton) - 5%

Referencing Style

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

Submission

Online

Submission Instructions

See unit Moodle site.

Learning Outcomes Assessed

- Demonstrate practical conducting techniques required for the musical direction of a beginning ensemble

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

2 2nd Instrument Study

Assessment Type

Practical Assessment

Task Description

In this assessment task, through a video recorded performance you will demonstrate your understanding of beginning

techniques on an instrument previously unfamiliar to you.

Using a group-method tutor book, your recording must:

- Be 10 - 15mins in length
- Demonstrate a *variety of exercises* - increasing in difficulty
- Perform at least 1 of the *solos* with accompaniment
- Perform the *required one octave scales for this level*
- State the name of the piece/scale or the number of the exercise/s.

Assessment Due Date

Week 11 Friday (26 May 2023) 11:45 pm AEST

Return Date to Students

End of term.

Weighting

40%

Assessment Criteria

Students will be assessed on a combination of criteria relating to the development of musical and technical skills as applied to their instrument and developmental level. The criteria for individual instruments may include the assessment of:

- Technical accuracy
- Fluency
- Intonation
- Rhythm
- Articulation
- Tonal quality
- Memorisation
- Breathing
- Tempo
- Dynamics.

Referencing Style

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

Submission

Online

Submission Instructions

See unit Moodle site.

Learning Outcomes Assessed

- Perform beginning student repertoire on an instrument that is not your primary instrument of study from the woodwind, brass or percussion instrument families

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy

3 Reflective Practice

Assessment Type

Reflective Practice Assignment

Task Description

In this assessment task you will compile a reflective practice assessment of your instrumental performance in Assessment Item 2. This should display a reflective approach to your personal development and performance, as well as consideration of the methods and approaches required in the teaching of this instrument to a beginner student. In completing this task you must reflect on your practical performance on a musical instrument and identify areas for improvement.

Using your Assessment Item 2 recording, listen to your performance critically, answering the following questions, being as honest with yourself as possible.

General

1. How did you prepare for the performance?
2. What went well during the performance?
3. What were some technical challenges (such as finger placement, embouchure, posture, breathing etc.) you encountered in preparing for this recording?
4. Were there any mistakes or errors in your playing? If so, what were they and why do you think they happened?
5. How did you handle any challenges during the performance?
6. How could you have improved your performance?
7. What will you do differently in future performances to address any weaknesses or challenges?

Specifics

1. Discuss four (4) instrument-specific technical challenges that you encountered in the process of learning your new instrument.
2. Provide researched and considered approaches as to how you would work through these challenges with a beginner student.

Length:

1500 words

Assignment presentation:

- Title page with your name, student number and chosen instrument
- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- You may use sub-headings to organise your assignment clearly
- You may refer to Youtube clips to demonstrate aspects of your discussion and reference appropriately
- Include in-text references
- Include a comprehensive reference list, adhering to the CQUniversity APA Style Guide
- All excerpts from URLs for music scores or recorded audio/video examples should include an in-text reference, and full details included in the reference list.
- Submit Microsoft Word (.docx) documents only.

***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

Week 12 Friday (2 June 2023) 11:45 pm AEST

Return Date to Students

End of term.

Weighting

20%

Assessment Criteria

The criteria for this assessment item will consider your reflection of:

Preparation: The reflection should address how you prepared for the performance and what steps were taken to ensure readiness

Challenges: The reflection should address any challenges you faced during the performance, such as technical difficulties, endurance or performance anxiety

Errors: The reflection should address any mistakes or errors that were made during the performance

Tempo and Rhythm: The reflection should address your comfort with the tempo/s and rhythm of the materials performed and any areas where you struggled

Technical Elements: The reflection should address any specific technical elements, such as finger placement, posture, or breathing, that you struggled with during the performance

Learning: The reflection should address what you learned from this performance about your rate of progress, playing ability and what you need to work on in the future

Teaching: The reflection should address the steps you will take to help beginner musicians to overcome the identified technical challenges

Organisation and Clarity: The reflection should be well organised and clearly written, with a clear introduction, body, and conclusion. The reflection should be free of grammar and spelling errors and contain in-text referencing where necessary.

Referencing Style

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

Submission

Online

Submission Instructions

See unit Moodle site.

Learning Outcomes Assessed

- Explain the technical challenges of your chosen instrument of study and pedagogical methods for the successful development of beginner students.

Graduate Attributes

- 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