MUSC13414 *Multi-Instrument Fundamentals and Ensemble Direction 2*
Term 2 - 2021

Profile information current as at 07/05/2024 09:25 am

All details in this unit profile for MUSC13414 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 intermediate 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 intermediate students. In this unit you will be required to continue your second instrument study from Multi-Instrumental Fundamentals and Ensemble Direction 1 and undertake a new instrument in an area of your choice from the woodwind, brass, percussion and orchestral string families of instruments. You will be required to continue developing skills on your previous instrument of study from Multi-Instrumental Fundamentals and Ensemble Direction 1, performing repertoire and exercises relative to an intermediate level, while also developing skills on your new instrument, performing repertoire and exercises on this instrument relative to the beginner level. Additionally, you will continue to develop ensemble directing skills and conducting techniques for intermediate ensembles. In undertaking this unit, you will be required to have access to the two instruments chosen for your study.

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
Pre-Requisite: Students must have completed MUSC13413 Multi-Instrument Fundamentals and Ensemble Direction 1
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 - 2021
- 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: 20%
2. **Practical Assessment**
Weighting: 30%
3. **Practical Assessment**
Weighting: 30%
4. **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.

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

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 - Practical Assessment - 30%	●			
2 - Practical Assessment - 30%		●		
3 - Practical Assessment - 20%			●	
4 - Reflective Practice Assignment - 20%				●

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				

Graduate Attributes	Learning Outcomes			
	1	**2**	**3**	**4**
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 - 30%		•	•	•						
2 - Practical Assessment - 30%		•	•	•						
3 - Practical Assessment - 20%	•	•	•	•						
4 - 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)

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 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
See Moodle for schedule details.		

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
See Moodle for schedule details.		

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
See Moodle for schedule details.		

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
See Moodle for schedule details.		

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
See Moodle for schedule details.		

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
See Moodle for schedule details.		

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
See Moodle for schedule details.		**Conducting Technique Assessment** Due: Week 7 Friday (3 Sept 2021) 11:45 pm AEST

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
See Moodle for schedule details.		

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
See Moodle for schedule details.		

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
See Moodle for schedule details.		**Instrument Study (Beginner)** Due: Week 10 Monday (20 Sept 2021) 11:45 pm AEST **Instrument Study (Intermediate)** Due: Week 10 Monday (20 Sept 2021) 11:45 pm AEST

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
See Moodle for schedule details.		

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
See Moodle for schedule details.		

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Reflective Journal Due: Review/Exam Week Friday (15 Oct 2021) 11:45 pm AEST

Term Specific Information

This unit provides a structured approach to learning a new instrument. A group method textbook is required for the study of your chosen instrument. The most commonly used texts are *Tradition of Excellence (Kjos Publications)* or *Essential Elements (Hal Leonard)*.

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 this unit including: *preparation, downbeats and releases, articulation, 2, 3 & 4/4 time signatures, dynamics and left hand control*.
- 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, 3/4, 6/8, 5/8 and 7/8.
- Demonstrate dead beats (PDF supplied)
- Demonstrate crescendo and decrescendo
- Accurately conduct the conducting etude (PDF supplied), combining various techniques developed in this unit.

Your recording must:

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

Assessment Due Date
Week 7 Friday (3 Sept 2021) 11:45 pm AEST

Return Date to Students

Week 9

Weighting
20%

Assessment Criteria

- Preparations, downbeats and releases are clear and controlled
- Articulations are communicated effectively
- Beat patterns are controlled and reflect an accuracy of time
- Dynamic variations are communicated effectively
- Use of the left hand is deliberate and effective

Referencing Style

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

Submission
Online

Submission Instructions
See Moodle for specific details.

Learning Outcomes Assessed

- Demonstrate practical conducting techniques required for the musical direction of an intermediate ensemble

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

2 Instrument Study (Beginner)

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 to demonstrate the development of beginning skills
- Perform at least *1 of the solos* with ensemble / piano accompaniment
- Perform the *required scales for this level* (see the back of the tutor book)
- State the name of the piece/scale or the number of the exercise/s.

Assessment Due Date
Week 10 Monday (20 Sept 2021) 11:45 pm AEST

Return Date to Students

Week 12

Weighting
30%

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 Moodle for specific details.

Learning Outcomes Assessed

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

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy

3 Instrument Study (Intermediate)

Assessment Type
Practical Assessment

Task Description
In this assessment task, through a video recorded performance you will demonstrate your understanding of *intermediate techniques* on the instrument you commenced in MUSC13413 Multi-Instrument Fundamentals and Ensemble Direction 1.
Using a group-method tutor book, your recording must:

- Be *10mins* in length
- Demonstrate a *variety of exercises* - increasing in difficulty to demonstrate the development of intermediate skills
- Perform at least *1 of the solos* with ensemble / piano accompaniment
- Perform the *required scales for this level* (see the back of the tutor book)
- State the name of the piece/scale or the number of the exercise/s.

Assessment Due Date
Week 10 Monday (20 Sept 2021) 11:45 pm AEST

Return Date to Students

Week 12

Weighting
30%

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 Moodle for specific details.

Learning Outcomes Assessed

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

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy

4 Reflective Journal

Assessment Type
Reflective Practice Assignment

Task Description
In this assessment task you will compile a reflective journal of your engagement with the practical and theoretical aspects of learning a new instrument. This journal should display a reflective approach to your personal development 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:

- Make weekly, detailed entries to your journal
- Refer to methods, texts, journals and performance repertoire that inform your practice and development
- Start the process of compiling this information from the beginning of your learning journey on your chosen instrument
- Ensure all references to methods / texts / journals are cited appropriately.

Length:
1500 words
Assignment presentation:

- Title page with your name, student number and chosen topic
- 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
Review/Exam Week Friday (15 Oct 2021) 11:45 pm AEST

Return Date to Students

End of term.

Weighting
20%

Assessment Criteria

- Evidence of self directed investigation
- Relevant discussion of future impacts on personal practice
- Demonstrated research of links to experiences discussed
- Accuracy of spelling and grammar
- Accuracy of referencing method

Referencing Style

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

Submission
Online

Submission Instructions
Submit through Moodle.

Learning Outcomes Assessed

- Explain the technical challenges of your chosen instruments of study and pedagogical methods for the successful development of beginner and intermediate 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