



# MUSC14048 *History of Music Theatre*

## Term 1 - 2017

Profile information current as at 19/05/2024 12:54 pm

All details in this unit profile for MUSC14048 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 study the history of music theatre from the late nineteenth century to the present day. You will analyse important primary source materials as you study the various changes that occurred in music theatre style, form and performance practice. You will also contextualise these developments within the important technological, social and political movements of this period.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Anti-Requisite for Term 1 2017 only: THTR12123 Theatre Studies 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 1 - 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: 30%

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

Weighting: 40%

### 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 course evaluations

##### Feedback

Length of assessment items

##### Recommendation

Review the length of assessment items to ensure they match the task requirements.

##### Action

The assessment items were revised to ensure greater clarity and allow students to work within reasonable length limits.

## Unit Learning Outcomes

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

1. Critically evaluate the principal stylistic characteristics of music theatre forms and performance practice from the late nineteenth century to the present day
2. Analyse and evaluate the effect of important technological, social and political movements on the development of music theatre forms and performance practice from the late nineteenth century to the present day

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes	
	1	2
1 - Written Assessment - 30%	•	•
2 - Written Assessment - 30%	•	•
3 - Written Assessment - 40%	•	•

### Alignment of Graduate Attributes to Learning Outcomes

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

Graduate Attributes	Learning Outcomes	
	1	2
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 - 30%	•		•	•						
3 - Written Assessment - 40%	•		•	•						

## Textbooks and Resources

### Textbooks

MUSC14048

#### Prescribed

#### Musical theater: An appreciation

(2004)

Authors: McLamore, Alyson

Pearson Taylor and Francis

Philadelphia , PA , USA

ISBN: 0-13-048583-7

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)

## 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

**Judith Brown** Unit Coordinator

[j.brown@cqu.edu.au](mailto:j.brown@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Operetta in the 19th century		

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Operetta in the 20th century		

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Early book musicals of the 1920s and 1930s		

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Book musicals in the early 1940s		<b>Written Assessment</b> Due: Week 4 Friday (31 Mar 2017) 11:45 pm AEST

### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Rodgers and Hammerstein; Lerner and Loewe		

### Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Music Theatre in the 1940s and 1950s		

### Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Music Theatre in the 1960s and 1970s		

### Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Music Theatre in the 1960s and 1970s		

### Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 8: The late 20th century

**Written Assessment** Due: Week 9  
Friday (12 May 2017) 11:45 pm AEST

#### Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 8: The late 20th century		

#### Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 9: Australian music theatre		

#### Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Revision		

#### Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Written Assessment</b> Due: Review/Exam Week Monday (5 June 2017) 11:45 pm AEST

#### Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

**Length:** 1500 - 2000 words

**Topic:** Operetta and its links to the book musical

Compare and contrast one operetta from the 19th century/early 20th century by Gilbert and Sullivan, Franz Lehar or Johann Strauss Jnr with any book musical written in the 1940s or 1950s. The assignment must be based on the stage version of these musicals. As part of this analysis of these two pieces of music theatre consider the following characteristics and their differences and similarities:

- the plot and structure of the works
- the types of characters and their relationships
- the styles of music sung by each of the main characters
- role of the chorus
- use of dance

#### Assignment presentation:

- Use 12 point Times New Roman font
- 1.5 spacing for the body of the assignment
- You may use sub-headings to organise your assignment clearly
- You should refer to Youtube clips to demonstrate aspects of your discussion
- You should include excerpts from the score and script to demonstrate aspects of your discussion
- Include in-text references
- Include a comprehensive reference list in APA style
- All excerpts from URLs for film excerpts, music scores, diagrams and pictures should include an in-text reference, and full details included in the Reference List.

#### Assessment Due Date

Week 4 Friday (31 Mar 2017) 11:45 pm AEST

**Return Date to Students**

Week 6 Friday (21 Apr 2017)

**Weighting**

30%

**Assessment Criteria****Assessment criteria:**

- Appropriate introduction and conclusion (10%)
- Detailed comparison of the plot and structure of the works (10%)
- Detailed comparison of the characters and their relationships (15%)
- Detailed comparison of the music sung by each of the main characters (15%)
- Detailed comparison of the role of the chorus in the two works (15%)
- Detailed comparison of the use of dance in the two works (15%)
- Accuracy of spelling, punctuation and grammar; clarity of writing style (10%)
- Correct use of academic referencing for in-text references and reference list (10%)

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submit online through the Moodle website.

**Learning Outcomes Assessed**

- Critically evaluate the principal stylistic characteristics of music theatre forms and performance practice from the late nineteenth century to the present day
- Analyse and evaluate the effect of important technological, social and political movements on the development of music theatre forms and performance practice from the late nineteenth century to the present day

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy

## 2 Written Assessment

**Assessment Type**

Written Assessment

**Task Description**

**Length:** 1500 - 2000 words

Juke-box musicals and biographical musicals have become a phenomena in music theatre since the late 20th century, incorporating many styles of popular songs that were not originally written for the musical. Choose 4 different juke-box or biographical musicals (including at least one written/produced by an Australian) and discuss:

- How the songs within each musical have changed (if at all) from their original context of a popular song to becoming songs within a musical (think about possible changes to the musical style, lyrics, arrangement)
- How the songs have been used in the musical (do the songs develop character and plot, are they used as spectacle, or a combination of both).

To support your discussion, include URLs of Youtube performances of these songs in their original pop song context and also within the juke-box or biographical musical, as well as excerpts from lyrics as appropriate.

**Assignment presentation:**

- Use 12 point Times New Roman font
- 1.5 spacing for the body of the assignment
- You may use sub-headings to organise your assignment clearly
- Include in-text references
- Include a comprehensive reference list in APA style including the Youtube clips and excerpts from the lyrics.

**Assessment Due Date**

Week 9 Friday (12 May 2017) 11:45 pm AEST

**Return Date to Students**

Week 11 Friday (26 May 2017)

**Weighting**

30%

**Assessment Criteria****Assessment criteria:**

- Appropriate introduction and conclusion (5%)
- Musical 1: Accuracy of information and depth of discussion (20%)
- Musical 2: Accuracy of information and depth of discussion (20%)
- Musical 3: Accuracy of information and depth of discussion (20%)
- Musical 4: Accuracy of information and depth of discussion (20%)
- Accuracy of spelling, punctuation and grammar; clarity of writing (7.5%)
- Correct use of academic referencing for in-text references and reference list (7.5%)

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submit online through the Moodle website.

**Learning Outcomes Assessed**

- Critically evaluate the principal stylistic characteristics of music theatre forms and performance practice from the late nineteenth century to the present day
- Analyse and evaluate the effect of important technological, social and political movements on the development of music theatre forms and performance practice from the late nineteenth century to the present day

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy

### 3 Written Assessment

**Assessment Type**

Written Assessment

**Task Description**

**Length:** 2000 - 2500 words

Discuss the innovations that have occurred in music theatre in the latter half of the 20th century. You should include specific references to at least 5 different writers and their musicals that have changed the format of music theatre from the integrated musical of the 1950s. Please refer only to stage versions of musicals, not film versions. Do not include juke-box musicals or biographical musicals in your discussion. Innovations that you should discuss include:

- Style/organisation of the plot
- Cultural diversity & themes explored in the musicals
- Staging (not to include the film version of musicals)
- Music style & instrumentation

You must support your argument with reference to various primary sources including excerpts from scripts, music scores, images, videos (from Youtube), as well as books, journal articles, articles from *Grove Music Online*. All of these sources must be included in the Reference List and have in-text references if they are cited within your paper.

**Assessment Due Date**

Review/Exam Week Monday (5 June 2017) 11:45 pm AEST

**Return Date to Students**

Exam Week Friday (16 June 2017)

**Weighting**

40%



**Assessment Criteria****Assessment criteria:**

- Appropriate introduction and conclusion (10%)
- Musical 1: Depth of treatment & support of argument (15%)
- Musical 2: Depth of treatment & support of argument (15%)
- Musical 3: Depth of treatment & support of argument (15%)
- Musical 4: Depth of treatment & support of argument (15%)
- Musical 5: Depth of treatment & support of argument (15%)
- Accuracy of spelling, punctuation and grammar; clarity of presentation (7.5%)
- Correct use of academic referencing for in-text references and reference list (7.5%)

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submit online through the Moodle website.

**Learning Outcomes Assessed**

- Critically evaluate the principal stylistic characteristics of music theatre forms and performance practice from the late nineteenth century to the present day
- Analyse and evaluate the effect of important technological, social and political movements on the development of music theatre forms and performance practice from the late nineteenth century to the present day

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy

## 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