



Faculty of Arts
& Social Sciences

School of the Arts and Media

MUSC1703

BA Performance Laboratory

Session 1, 2015

UNSW Course Outline

1. Location of the course

Webster G17 (Thursday studio/workshop), Clancy (Wednesday lectures/performance seminars)
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2. Staff Contact Details

Position	Name	Email	Availability; times and location	Phone
Course Convenor	Kim Burwell		Webster 311s Consultation times: Tuesdays 1300-1400 Wednesdays 0900-1000. Please email for an appointment	9385 7675

3. School of the Arts and Media Contact Information

Room 312, level 3 Robert Webster Building

Phone: 9385 4856

Email: sam@unsw.edu.au

4. Attendance Requirements

- A student is expected to attend all class contact hours.
- A student who attends less than 80% of class contact hours without justification may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who arrives more than 15 minutes late may be penalised for non-attendance.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, they should seek permission from the Course Authority. The application should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- A Course Authority may excuse a student from classes for up to one month. A student seeking approval to be absent for more than one month must apply in writing to the Dean.
- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure.
- For more information about the FASS attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

5. Essential Information For FASS/SAM Students

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

6. Course details

Credit Points:

6 Units of Credit

Summary of the Course

BA Performance Laboratory 1 develops skills in cooperative musical performance through ensemble study and concerts. The course includes participation in a range of vocal and/or instrumental ensembles, Performance workshops, and Performance seminars, a forum that provides a platform for open performances and peer criticism.

Aims of the Course

1. skills in cooperative music making through participation and study in a variety of ensembles and through workshops designed to increase performance skills especially posture, fluency and intonation (where applicable);
2. critical listening skills through the experience of listening to music from various styles, genres and levels; and
3. the observational skills and technical language to persuasively critique, in written and verbal forms, musical performance.

Student learning outcomes

At the conclusion of this course, you should be able to:

1. demonstrate an ability to work effectively in music ensembles; and
2. demonstrate correct posture, fluency and correct intonation in performance.

Graduate Attributes

Graduate Attribute	Learning outcomes
1. "The capacity for enterprise, initiative and creativity developed primarily through opportunities for performing and composing and being involved in concert organising and musical leadership"	1, 2, 3
2. "An appreciation of, and respect for, diversity, through participation in and study of diversity of musical practice and thinking"	1, 2, 3
3. "High levels of oral and written communication, supported with discipline- based forms of communication such as scores and music performance"	2, 3
4 "The skills required for collaborations and contribution to the international community are developed through individual instrumental or vocal performance, composition, ensemble performance and the study of diverse musical styles and practices."	

7. Rationale for the inclusion of content and teaching approach

BA Performance Laboratory 1 is a core course for BA (Music Studies and Music Studies Extension) candidates. It develops competence in ensemble and solo performance skills through rehearsal and scholarly enquiry into topics in music performance study. Students are required to participate in a vocal or instrumental ensemble, Performances seminars, and Performance workshops. The course content reflects the view that an enhanced understanding of music performance and practices is a fundamental aspect of music learning.

8. Teaching strategies

The course contains three delivery components essential to the development of musical performance skills:

1. Ensemble study – 20 hours (Tutorial/Laboratory) (2hrs x 10 weeks)
2. Performance workshops, which involves expansion and development of instrumental skills – 10 hours (Tutorial)(2hrs x 5 weeks)
3. Performance seminars, which involve open performances and peer/teacher criticism – 8 hours (Laboratory) (2hrs x 4 weeks)

In addition to student preparation for performances, each student is required to contribute critiques on Performance seminars via an online forum.

9. Assessment

In order to pass this course, you must make a serious attempt at ALL assessment tasks. This is a SAM requirement.

Assessment task	Assessment type, due date	Weight	Feedback	Learning outcomes assessed	Graduate attributes assessed
1. Performance critiques	Portfolio (Post minimum 3 draft critiques online by midnight on the Tuesday following Performance seminars. (Each critique 350-400 words)	25%	Teacher responses through a blog.	2, 3	2, 3
2. Performance workshop	5-10 minute demonstration / presentation on contextual issue in musical performance, or repertoire under study (as scheduled)	25%	Teacher and peer review	1, 3, 4	1, 2, 4
3. Ensemble contribution and part- checking	Test (Week 13)	50%	Direct feedback during rehearsals and workshops and a formal report at the conclusion of the session.	1, 2, 3	1, 2, 4

Detailed description of assessment items

Further detail on the assessment tasks will be provided during the first class. Consult the course coordinator for any additional questions.

1. Portfolio of blogs

You will contribute critiques of performances and comments on performance-related issues via an online forum. Post your comments by midnight on the Tuesday following each performance seminar. There will be four opportunities to submit blogs, and your best three will be taken for the final mark.

Feedback will be provided online for blogs submitted within one week of the performance seminar concerned. If you wish you can respond to the feedback by altering your work, and making ONE resubmission, before the final deadline date of 2 June (Week 13).

To resubmit, do not edit or remove your original submission: instead, you should submit a new version, clearly entitled RESUBMISSION. Any alterations you have made from the original should be underlined in the text. Please note that because the last performance seminar takes place in Week 12, there will be no feedback available on that final blog before final submission.

2. Performance workshop (scheduled by ballot, during class)

Students are required to prepare a workshop demonstration/presentation on a selected technical and/or interpretive issue in musical performance. Demonstration/presentations will be scheduled by ballot, and will take place during the third and fourth workshop sessions. An important aim will be to show how you have enhanced your practical work by contextualizing it, through reading and listening. To support your demonstration/presentation, you should submit a short document (maximum 1 side of A4) including the title, a summary of your points, and your list of sources, including a bibliography.

Your entire demonstration/presentation should last 5-10 minutes, and timing will be considered part of the task: presentations exceeding 10 minutes will be stopped.

3. Ensembles

All students in MUSC1703 are required to participate in one UNSW ensemble. Information about ensembles and schedules may be found on the web at <https://sam.arts.unsw.edu.au/students/resources/music-students/music-ensembles/>. Auditions (where needed) take place during week 0 and rehearsals begin in week 1. The ensemble you join must be registered on the MUSC1703 Moodle page by Friday 14 March. Your contribution to the ensemble will be assessed by the ensemble director and through a part checking examination in week 13.

Submission of Assessment Tasks

Blogs will be submitted on line, presentations delivered during workshop sessions and part-checking scheduled by arrangement with the ensemble director.

Criteria for assessment: what we are looking for

Students will be expected to participate in ensembles by being reliable in attendance, prompt, well prepared, attentive and energetic. In part-checking students will perform excerpts of the semester's ensemble repertoire, solo or in small groups. Individual directors may give further information about the assessment appropriate to their particular ensembles.

In performance workshops students will have the opportunity to perform, and talk about their performance, in a friendly and supportive environment. Performance/demonstrations will be assessed with reference to the research in evidence, including relevant reading and listening; the argument; the delivery, including speaking and the use of visual aids; and the performance itself. Students will have the opportunity to identify their own topic and approach, which should be approved in advance by the tutor.

The online blogs should show that students have been alert and receptive in performance seminars; that they have identified one particular aspect of interest from each, and that they have learned more

about that aspect through further reading and listening. A list of references, including written and aural sources, will be expected. Writing should be focused and concise.

Late Submission

PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN FASS.

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0. For more information on submission of late work, consult the FASS assessment protocols at <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Extension Procedure

- The Course Authority should respond to the request within two working days.
- The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
- For more information, see the FASS extension protocols on the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Special Consideration

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL:

<https://student.unsw.edu.au/special-consideration>

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

10. Academic honesty and plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

• **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

• **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

• **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

• **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Details of what plagiarism is can be found on the Student Information website (<https://student.unsw.edu.au/plagiarism>), in the myUNSW student A-Z: Guide <https://my.unsw.edu.au/student/atoz/Plagiarism.html> and in Appendix A of the Student Misconduct Procedure (pdf- <https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>).

The Learning Centre also provides substantial education written materials, workshops, and tutorials to aid students, for example:

- Correct referencing practices;
- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

It is also recommended that you include a statement about Turnitin. Eg UNSW makes use of the similarity detection tool Turnitin. For this course you are required to submit an electronic version of your written assignments so they may be reviewed using this procedure.

11. Course schedule

Week	Day	Event	Notes
1	Wed 4 Mar	Performance seminar 1 (Clancy)	Introduction to the course
2	Thurs 12 Mar	Workshop 1, G17	Schedule for student demonstrations/presentations will be posted on Moodle by 1700 Friday 6 March
3	Wed 16 Mar	Performance seminar 2 (Clancy)	Blog opportunity will appear on moodle after the seminar
4	Wed 25 Mar		If you want formative feedback on it, Blog 1 is due on moodle by midnight.
5	Thurs 2 Apr	Workshop 2, G17	
			SEMESTER BREAK
6	Wed 15 Apr	Performance seminar 3 (Clancy)	Blog opportunity will appear on moodle after the seminar
7	Wed 22 Apr		If you want formative feedback on it, Blog 2 is due on moodle by midnight.
8	Thurs 30 Apr	Workshop 3, G17	Student demonstrations / presentations
9	Wed 6 May	Performance seminar 4 (Clancy)	Blog opportunity will appear on moodle after the seminar
10	Wed 13 May		If you want formative feedback on it, Blog 3 is due on moodle by midnight.
11	Thurs 21 May	Workshop 4, G17	Student demonstrations/presentations
12	Wed 27 May	Performance seminar 5 (Clancy)	Blog opportunity will appear on moodle after the seminar
13	Wed 3 Jun		Your best three blogs are due for final marking, on moodle by midnight. Resubmitted blogs must be clearly marked.
	Ensemble part-checking will take place during Week 13, as scheduled by ensemble directors.		

12. Expected Resources for students

Music Performance Research (An online, refereed journal) <http://mpr-online.net>

Do you know enough about playing practice? (An online resource published by the Sibelius Academy, Finland) <http://www2.siba.fi/harjoittelu/index.php?id=2&la=en>

Cooke, M. & Horn, D. (2003) *The Cambridge companion to jazz*. Cambridge: Cambridge University Press

Herbert, T. & Wallace, J. (1997) *The Cambridge companion to brass instruments*. Cambridge, New York: Cambridge University Press

Kenny, D. (2011) *The psychology of music performance anxiety*. Oxford: Oxford University Press
Parncutt, R. & McPherson, G. (2002). *The science and psychology of music performance: creative strategies for teaching and learning*. Oxford: Oxford University Press

Potter, J. (2000) *The Cambridge companion to singing*. Cambridge: Cambridge University Press

Rink, J. (2002) *Musical performance: a guide to understanding*. Cambridge: Cambridge University Press

Williamon, A. (2004) *Musical excellence: strategies and techniques to enhance performance*. Oxford: Oxford University Press

The UNSW Library website: <http://info.library.unsw.edu.au/web/services/services.html>

13. Course evaluation and development

Feedback from students will be gathered through CATEI and the results will be carefully considered by the Course Convenor and other music staff in order to make changes to enhance the student learning experience. Students are most welcome to discuss any matter related to this course with the Course Convenor by email or in person.