



**UNSW**  
A U S T R A L I A

**Faculty of Arts and Social  
Sciences**

**School of the Arts and Media**

**MUSC3804**

**Educating the Musical Novice**

**Session 2, 2015**

## UNSW Course Outline

### Staff Contact Details

Position	Name	Email	Availability	Location	Phone
Course Authority	Kim Burwell	<a href="mailto:k.burwell@unsw.edu.au">k.burwell@unsw.edu.au</a>	Tuesdays 1400-1500 Wednesdays 1100-1200 Please email for an appointment.	Webster 311S	

### School of the Arts and Media Contact Information

Room 312, level 3 Robert Webster Building

Phone: 9385 4856

Email: [sam@unsw.edu.au](mailto:sam@unsw.edu.au)

Website: <https://sam.arts.unsw.edu.au>

### Attendance Requirements

- A student is expected to attend all class contact hours for a F2F or blended course and complete all activities for a blended or fully online course.
- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence 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 such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, 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 or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.
- 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 rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.
- For more information about the SAM attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

### Essential Information For 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://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

## **Course details**

**Credit Points:** 6

### **Summary of the Course:**

Educating the Musical Novice is designed for advanced musical performers who are learning to teach specialist instrumental or vocal skills to beginners. You will draw selectively and critically on your own studio traditions, with the benefit of the objective stance developed in the gateway course *Music studio teaching and Becoming a performer*. They will be further supported by research and theoretical knowledge related to children's learning and music education.

### **Aims of the Course:**

The course aims to develop students' knowledge of the nature of music teaching and learning, with particular reference to beginners and children. Students will critically evaluate published materials designed to support beginners in their specialist fields, and design their own. A sense of context for their work will be developed through an introduction to theories of childhood, learning and education.

### **Student learning outcomes:**

At the conclusion of this course the student will be able to:

1. identify and demonstrate teaching and learning strategies appropriate for novice musicians, at various stages of development;
2. recognise and critically assess a variety of approaches to the teaching and learning of music, in the context of children's education;
3. gather and evaluate current research into music education through the use of published journals and through the internet

### **Graduate Attributes:**

At the conclusion of this course the student will be able to:

### **Rationale for the inclusion of content and teaching approach**

In Educating the Musical Novice, student teachers address the problem of cultivating performance skills in novices, and particularly children. Traditionally this has been done through a system of 'vertical' transmission, with young teachers referring to their own experience in the one-to-one studio setting as the point of departure, and going on to develop their performance teaching through experience and reflection. This course will broaden and deepen the resources available to new teachers, by introducing them to a wider range of approaches and traditions, engaging them in the design of curricular materials, and supporting them in the development of theoretically and historically informed practices.

### **Teaching strategies**

Lectures will introduce issues of particular relevance to the education of musical novices, including formal and group-based methodologies, developmental theories of childhood and musical literacy, and curriculum design and delivery.

In workshops students will be introduced to the application of formal methodologies such as Dalcroze, Kodaly and Orff, and learn to devise materials and activities suitable for beginners of various ages. They will also make comparative critiques of published tutoring materials and the standard syllabus for instrumental and vocal examinations in Australia. Close reference will be made to recent research and topical debates focused on these areas.

## Assessment

A detailed assessment brief for each item, along with criteria for assessment, will be published separately on moodle.

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due Date
Essay (35%)	2,000 words	35%			22 October
Critique of published tutor books (30%)		30%			20 August
Beginner's tutor book (35%)		35%			24 September

## Submission of Assessment Tasks

Students are expected to put their **names** and **student numbers** on **every page** of their assignments. If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in SAM there will no longer be any hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course's moodle site with alternative submission details.

All submissions will be electronic.

## Late Submission

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

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 SAM assessment protocols at <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

## Extension Procedure

- A student seeking an extension should submit a SAM extension application form (found in Forms on SAM website) to the Course Authority before the due date.
- The Course Authority should respond to the request within two working days of the request.
- 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.
- 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.
- 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.

- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- For more information, see the SAM 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.

### 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.
- **Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- **Duplication ("self-plagiarism"):** 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 Learning Centre's Website Plagiarism & Academic Integrity website (<http://www.lc.unsw.edu.au/academic-integrity-plagiarism>), in the myUNSW student A-Z: Guide <https://student.unsw.edu.au/plagiarism> 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.



## Course schedule

Week	Topic	Tutorial/Lab Content
<b>Week 1: 27-31 July</b>	Introduction: Theories of childhood	NA
<b>Week 2: 3-7 August</b>	Affective aspects of learning	Critique of tutor books  Work set today: Critique (due week 4)
<b>Week 3: 10-14 August</b>	Formal methodologies	Critique of formal methodologies
<b>Week 4: 17-21 August</b>	Life-centred education	Devising a curriculum for musicianship  CRITIQUE DUE  Work set today: Tutor book (due week 9)
<b>Week 5: 24-28 August</b>	Writing for children	Writing for children
<b>Week 6: 31 August - 4 September</b>	Educating the musical novice	Devising practice guidelines
<b>Week 7: 7-11 September</b>	Literacy	Exercises in writing & explaining musical concepts
<b>Week 8: 14-18 September</b>	Performance and assessment	Debate
<b>Week 9: 21-25 September</b>	Problematic lessons	Critiquing lesson descriptions  TUTOR BOOK DUE  Work set today: Essay (due week 12)
<b>Week 10: 6-9 October</b>	Teaching healthy practice	
	Tutorials for essay	
<b>Week 12: 19-23 October</b>	In/formal learning	ESSAY DUE
<b>Week 13: 26-30 October</b>	(No lecture today)	Tutorial/seminar (from 1000): Private teaching as a profession

## Course evaluation and development

Feedback from students will be gathered through Cattei 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 e-mail or in person.