



UNSW
A U S T R A L I A

School of the Arts and Media

Faculty of Arts and Social Sciences

MUSC3804

Educating the Musical Novice

Session 2, 2016

Course Outline

Staff Contact Details

Position	Name	Email	Availability	Location	Phone
Convener	Kim Burwell	k.burwell@unsw.edu.au	Tuesdays 1500-1600; Thursdays 1000-1100. Please email for an appointment.	Webster 311s	

Contact Information

Room 312, level 3 Robert Webster Building

Phone: (02) 9385 4856

Email: 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 face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

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, their request 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.

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

All SAM students must make a serious attempt at all assessments in order to pass the course.

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.

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

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

Details about assessment will be given in class and on moodle.

Assessment Tasks

Assessment task	Weight	Length	Due Date	Submission
Essay	35%	See Moodle	See Moodle	See Moodle
Critique of published tutor books	30%	See Moodle	See Moodle	See Moodle
Beginner's tutor book	35%	See Moodle	See Moodle	See Moodle

Assessment Details

Assessment 1: Essay

Details: Some choice will be given for the topic, which will be related to an aspect of children's musical education. (ca 2000 words)Written report

Learning outcomes:

- recognise and critically assess a variety of approaches to the teaching and learning of music, in the context of children's education;
- gather and evaluate current research into music education through the use of published journals and through the internet

Assessment 2: Critique of published tutor books

Details: This critique will be done at an early stage of the course, following class discussions and preparation; it will support the following assessment task, in which students design their own tutoring materials. (ca 1000 words)Written report

Learning outcomes:

- gather and evaluate current research into music education through the use of published journals and through the internet
- recognise and critically assess a variety of approaches to the teaching and learning of music, in the context of children's education;

Assessment 3: Beginner's tutor book

Details: Students will invent and design the opening section of a beginner's tutor book for their specialist instrument or voice. The section will include enough material for the first three weeks of tuition, and may include (as appropriate) aspects of musical creativity, visual design and curriculum planning. In a formal introduction, the aims and approach will be explained and contextualised.Written report

Learning outcomes:

- identify and demonstrate teaching and learning strategies appropriate for novice musicians, at various stages of development;
- recognise and critically assess a variety of approaches to the teaching and learning of music, in the context of children's education;

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

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. 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.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including 'When to Apply', 'How to Apply' and 'Supporting Documentation' please refer to the Special Consideration website: <https://student.unsw.edu.au/special-consideration>

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.

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

Timetable

Date	Type	Content
Week 1: 25 - 29 July	See Moodle	

Resources

Prescribed Resources

See Moodle

Recommended Resources

See Moodle

Course Evaluation and Development