UNSW Course Outline

Staff Contact Details

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

School of the Arts and Media Contact Information

Room 312, level 3 Robert Webster Building
Phone: 9385 4856
Email: sam@unsw.edu.au
Website: [https://sam.arts.unsw.edu.au](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 The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.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/](https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/)

Essential Information For SAM Students
Course details

Credit Points: 6

Summary of the Course:

Becoming a Performer is focused on the nature and acquisition of musical performance skill. It deepens and contextualises your specialist knowledge with reference to your own, relatively advanced, stage of development as a musician. The overall object is to help you to understand the development of your own expertise objectively, so that you can critically evaluate the studio tradition in the light of broader approaches to music education and to other kinds of knowledge.

Aims of the Course:

The course aims to develop students’ ability to make an objective analysis of their own instrumental or vocal expertise and its acquisition. Students will explore the distinctions between professional and research knowledge, studying and critically evaluating approaches to music learning and teaching, from a range of traditional and contemporary settings.

Student learning outcomes:

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

1. understand, demonstrate and/or discuss the nature of musical skill and its acquisition, with reference to the epistemology of practice;
2. recognise and critically assess a variety of approaches to the teaching and learning of performance skills, through reflection on their own experience in instrumental and vocal lessons;
3. identify and critically evaluate professional and research knowledge focused on instrumental & vocal learning and teaching

Graduate Attributes:

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

Rationale for the inclusion of content and teaching approach

Lectures will explore musicianship as a complex skill, areas of study and epistemology of practice; traditions of musical teaching and learning, including apprenticeship and the conservatoire model; communication and modelling; and student approaches to individual practice. A distinction will be drawn between professional and research knowledge, related to musical skill development, and qualitative research methods will be introduced.

In workshops, students will present critiques of research focused on musical performance skill and its acquisition, developing a sense of context for their personal experience and specialist traditions within the broader musical culture.

In individual lessons, students will work with specialist instrumental/vocal experts, refining their technical and interpretative skills to the advanced level required for their own teaching practices, and reflecting on the processes of decision-making and development involved.
Teaching strategies
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Assessment

A detailed assessment brief will be published on Moodle for each assessment task.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning outcomes assessed</th>
<th>Graduate attributes assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay (30%)</td>
<td>2,000 words</td>
<td>30%</td>
<td></td>
<td></td>
<td>13 October</td>
</tr>
<tr>
<td>Presentation (20%)</td>
<td></td>
<td>20%</td>
<td></td>
<td></td>
<td>20 October</td>
</tr>
<tr>
<td>Reflective blogs (30%)</td>
<td></td>
<td>30%</td>
<td></td>
<td></td>
<td>4 August, 18 August, 15 September</td>
</tr>
<tr>
<td>Critique (20%)</td>
<td></td>
<td>20%</td>
<td></td>
<td></td>
<td>1 September</td>
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</table>

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. 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.


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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Tutorial/Lab Content</th>
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</thead>
<tbody>
<tr>
<td>Week 1: 27-31 July</td>
<td>Introduction</td>
<td>Work set today: reading for week 2, <strong>Portfolio reflections</strong> (due week 2), <strong>Presentation</strong> (due week 12)</td>
</tr>
<tr>
<td>Week 2: 3-7 August</td>
<td>Lesson behaviour</td>
<td>PORTFOLIO REFLECTIONS DUE. Work set today: reading for next week</td>
</tr>
<tr>
<td>Week 3: 10-14 August</td>
<td>Student-led session (1)</td>
<td>Work set today: <strong>Portfolio precis</strong> (due week 4), reading for week 4</td>
</tr>
<tr>
<td>Week 4: 17-21 August</td>
<td>Contextualising lesson behaviour</td>
<td>PORTFOLIO PRECIS DUE Work set today: <strong>Critique</strong> (due week 6), reading for week 5</td>
</tr>
<tr>
<td>Week 5: 24-28 August</td>
<td>Student-led session (2)</td>
<td>Work set today: reading for week 6</td>
</tr>
<tr>
<td>Week 6: 31 August - 4 September</td>
<td>Epistemology of practice</td>
<td>CRITIQUE DUE Work set today: reading for week 7</td>
</tr>
<tr>
<td>Week 7: 7-11 September</td>
<td>Student-led session (3)</td>
<td>Work set this week: reading for week 8, <strong>Portfolio reflections</strong> (due week 8)</td>
</tr>
<tr>
<td>Week 8: 14-18 September</td>
<td>Conservatoire culture</td>
<td>PORTFOLIO REFLECTIONS DUE Work set today: <strong>Essay</strong> (due week 11)</td>
</tr>
<tr>
<td>Week 9: 21-25 September</td>
<td>Preparing for presentations</td>
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<tr>
<td>Week 10: 6-9 October</td>
<td>Tutorials for essay</td>
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<tr>
<td>Week 11: 12-16 October</td>
<td>Tutorials for presentations</td>
<td>ESSAY DUE</td>
</tr>
<tr>
<td>Week 12: 19-23 October</td>
<td>PRESENTATIONS</td>
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### 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.