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MUSC3808

Becoming a Performer

Term Two // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Kim Burwell	k.burwell@unsw.edu.au	by appointment	Webster 110	

School Contact Information

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

Course Details

Credit Points 6

Summary of the Course

Subject Area: *Music*

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.

Course Learning Outcomes

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

Teaching Strategies

Lectures will explore musicianship as a complex skill, areas of study and the 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.

Assessment

Additional information will be provided on moodle.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Reflective blogs	40%	Not Applicable	1,2
Critique	25%	Not Applicable	3
Essay	35%	02/08/2019 11:59 PM	1,3

Assessment Details

Assessment 1: Reflective blogs

Start date: Not Applicable

Length: 1,000 + 1,000

Details: Structured blogs (ca 2,000 words total) will ask students to (a) reflect on the links between the research encountered in lectures and their own studies, and their personal experience in acquiring specialist performance skills; and (b) collect, share and critically evaluate web-based professional materials related to the subject. Feedback will be provided electronically, via comments on the blogs.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 2: Critique

Start date: Not Applicable

Length: 1,500 words

Details: This will be a structured critique (ca 1,500 words) of an empirical research report, related to the student's specialist area of expertise. A recommended list will be given, from refereed journals; students will have the opportunity to identify papers more closely related to their own interests, so long as they are approved by the tutor. The exercise will be assessed at a relatively early stage of the course because it will help with preparation of the essay. Feedback will be provided in the form of a written report.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 3: Essay

Start date: Not Applicable

Length: 2,000 words

Details: The topic for this essay (ca 2,000 words) will be related to the student's specialist area of expertise, and will draw on a critical account of a range of research studies. This is the final assessment task. Feedback will be provided in the form of a written report.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Lecture	Check all following information on the the course schedule on moodle, where it may be updated as appropriate. a. Introduction b. Epistemology of practice
	Tutorial	a. The conservatoire model of music education b. Exercises in one-way communication
Week 2: 10 June - 14 June	Homework	Public holiday. All students: Blog (1) due 1159, TUESDAY 11 June
Week 3: 17 June - 21 June	Lecture	a. Critiquing empirical research b. Student-led seminar (Group A)
	Tutorial	a. Theorising music education b. Student-led seminar (Group B) Groups A & B: Blog (2) due 1159 FRIDAY 21 June
Week 4: 24 June - 28 June	Lecture	a. Apprenticeship in music b. Student-led seminar (Group C)
	Tutorial	a. The dynamics of studio lessons b. Student-led seminar (Group D) Groups C & D: Blog (2) due 1159 FRIDAY 28 June
Week 5: 1 July - 5 July	Lecture	a. Modelling and imitation b. Student-led seminar (Group E)
	Seminar	a. Communication in the studio

		<ul style="list-style-type: none"> b. Student-led seminar (Group A) <p>Group E: Blog (2) due 1159 FRIDAY 5 July</p> <p>Group A: Critique due 1159 FRIDAY 5 July</p>
Week 6: 8 July - 12 July	Lecture	<ul style="list-style-type: none"> a. Student approaches to practice b. Student-led seminar (Group B)
	Seminar	<ul style="list-style-type: none"> a. Reflecting on approaches to practice b. Student-led seminar (Group C) <p>Groups B & C: Critique due 1159 FRIDAY 12 July</p>
Week 7: 15 July - 19 July	Lecture	<ul style="list-style-type: none"> a. Problematic studio relationships b. Student-led seminar (Group D)
	Tutorial	<ul style="list-style-type: none"> a. Essay tips & suggestions b. Student-led seminar (by Group E) <p>Groups D & E: Critique due 1159 FRIDAY 19 July</p>
Week 8: 22 July - 26 July	Lecture	Individual tutorials, as scheduled
	Tutorial	Individual tutorials, as scheduled
Week 9: 29 July - 2 August	Lecture	Introduction to music therapy (with Alison Short)
	Tutorial	<ul style="list-style-type: none"> a. Affect in advanced studio lessons b. Drop-in essay support <p>All students: Essay due 1159 FRIDAY 2 August</p>

Resources

Prescribed Resources

Course text: Studio-based instrumental learning, by Kim Burwell (Ashgate, 2012)

Recommended Resources

The recommended reading appears in leganto, on moodle.

Course Evaluation and Development

The course evaluation will be conducted through the 'My experience' survey.

Submission of Assessment Tasks

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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, assessment tasks 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.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

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/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

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 (<http://www.lc.unsw.edu.au/>). 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.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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