

MUSC3804

Educating the Musical Novice

Term 3, 2021



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Kim Burwell	k.burwell@unsw.edu.au	Please email for an appointment.		

School Contact Information

School of the Arts and Media

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 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.

Course Learning Outcomes

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

A formal brief for each assessment task will be given on moodle.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Critique of published tutor books	30%	24/09/2021 11:59 PM	2, 3
2. Beginner's tutor book	35%	29/10/2021 11:59 PM	1, 2
3. Essay	35%	19/11/2021 11:59 PM	2, 3

Assessment 1: Critique of published tutor books

Due date: 24/09/2021 11:59 PM

1000-words

30-percent

Critique of published tutor books

Feedback provided via LMS

Assessment 2: Beginner's tutor book

Due date: 29/10/2021 11:59 PM

As appropriate, the beginner's tutor book may include music, exercises, diagrams, illustrations, and charts.

35-percent

Feedback provided via LMS

Assessment 3: Essay

Due date: 19/11/2021 11:59 PM

2000-words

35-percent

Related to developmentally appropriate music education

Feedback provided via LMS

This is the final assessment

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: 13 September - 17 September	Topic	Introduction. Theories of childhood
	Topic	Teaching healthy approaches to practice: (a) introduction
Week 2: 20 September - 24 September	Topic	Healthy approaches to practice: (b) posture, (c) music performance anxiety
	Online Activity	Critiquing tutor books
Week 3: 27 September - 1 October	Topic	Child development: (a) the musician, (b) the person
	Topic	Children's approaches to practice
Week 4: 4 October - 8 October	Topic	Literacy
	Online Activity	Exercise on children's literacy
Week 5: 11 October - 15 October	Topic	Writing music for children
	Online Activity	Workshop in writing for music for children
Week 7: 25 October - 29 October	Topic	Affect
	Topic	Children who drop out
Week 8: 1 November - 5 November	Topic	Formal methodologies
	Online Activity	Children's examinations
Week 9: 8 November - 12 November	Intensive	Individual tutorials to support the essay
Week 10: 15 November - 19 November	Topic	Private studio teaching
	Online Activity	Drop-in essay support

Resources

Prescribed Resources

The course text is Burwell, K (2012) *Studio-based instrumental learning*. Farnham: Ashgate

Recommended Resources

Library sources will be managed through the Leganto system on the course moodle site.

Course Evaluation and Development

Formal evaluations will be sought at the end of semester, and informal feedback and questions will be welcome at any time.

Submission of Assessment Tasks

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

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/>

Image Credit

Photo by [Amanda Jones](#) on [Unsplash](#)

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