



**UNSW**  
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University



# MUSC3808

Becoming a Performer

Semester One // 2018

## 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.

### 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 attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

### Academic Information

For essential student information relating to: 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 academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## 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.

### 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

### 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.

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.

## Assessment

Additional information will be provided on moodle.

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Essay	30%	18/05/2018 11:00 PM	1,3
Presentation	20%	28/05/2018 11:00 AM	1,2
Reflective blogs	30%	Not Applicable	1,2
Critique	20%	Not Applicable	3

### Assessment Details

#### Assessment 1: Essay

**Start date:**

**Length:** 2000

**Details:** The topic for this essay (ca 2000 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. Written report

**Additional details:**

Additional information will be provided on moodle.

**Submission notes:** Essay to be submitted via Turnitin

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

#### Assessment 2: Presentation

**Start date:**

**Length:** 10 minutes + supporting document

**Details:** Students will perform material represented in their blog portfolios, presenting their performance in a class setting and providing a critical programme note discussing the preparatory processes involved. The performance should last ca 10 minutes. Written report

**Additional details:**

Additional information will be provided on moodle.

**Submission notes:** Presentation + supporting documents

### **Assessment 3: Reflective blogs**

**Start date:**

**Length:** null

**Details:** Structured blogs (ca 2500 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. Electronically, through comments on their blogs

**Additional details:**

The first blog will be due on Monday 5 March at 2300; the second blog will be due as per the course schedule. Additional information will be provided on moodle.

**Submission notes:** Blogs to be posted on Moodle

**Turnitin setting:** This is not a Turnitin assignment

### **Assessment 4: Critique**

**Start date:**

**Length:** null

**Details:** This will be a structured critique (ca1000 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. Written report

**Additional details:**

The crit will be due as per the course schedule. Additional information will be provided on moodle.

**Submission notes:** Critiques will be uploaded to moodle

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

## 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](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, 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.

## 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 (14) 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 (21) 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 (<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>)

# Course Schedule

[View class timetable](#)

## Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Lecture	Check all following information on the the course schedule on moodle, where it may be updated as appropriate.  Introduction
Week 2: 5 March - 11 March	Lecture	The dynamics of studio lessons
	Seminar	Student-led seminar (by Group A)  Assessment Tasks: Blog 1 Due
Week 3: 12 March - 18 March	Lecture	Apprenticeship in music
	Seminar	Student-led seminar (by Group B)  Assessment Tasks: Group A blog no2 due
Week 4: 19 March - 25 March	Lecture	Communication in theory & practice
	Seminar	Student-led seminar (by Group C)  Group B blog no2 due
Week 5: 26 March - 1 April	Lecture	Epistemology of practice
	Seminar	Student-led seminar (by Group A)  Group C blog no2 due
Break: 2 April - 8 April	Homework	
	Seminar	
Week 6: 9 April - 15 April	Lecture	Empirical research
	Seminar	Student-led seminar (by Group B)  Group A crit due
Week 7: 16 April - 22 April	Lecture	Modelling and imitation
	Seminar	Student-led seminar (by Group C)  Group B crit due
Week 8: 23 April - 29 April	Lecture	The conservatoire model of teaching performance
	Seminar	Exercises in one-way communication  Group C crit due
Week 9: 30 April - 6 May	Lecture	Student approaches to practice
	Seminar	Reflecting on approaches to practice
Week 10: 7 May - 13 May	Lecture	Essay tips and suggestions
	Seminar	Individual tutorials, as scheduled

Week 11: 14 May - 20 May	Lecture	Problematic studio relationships
	Seminar	Individual tutorials, as scheduled
Week 12: 21 May - 27 May	Seminar	Introduction to music therapy (with Alison Short)
Week 13: 28 May - 3 June	Presentation	1200-1500 Assessed performances

## **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.

## **Image Credit**

Bodies & Interfaces 2016

## **CRICOS**

CRICOS Provider Code: 00098G