



UNSW
SYDNEY

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University



MUSC1707

Performance Laboratory A

Term One // 2020

Course Overview

Staff Contact Details

Convenors

| Name | Email | Availability | Location | Phone |
|-----------------|-------------------------|----------------------|-------------|-------|
| Sonya Lifschitz | s.lifschitz@unsw.edu.au | By email appointment | Webster 104 | |

School 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>

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 4

Summary of the Course

Subject Area: *Music Performance, Music Ensemble*

In this practical course, you will develop your advanced instrumental, vocal or composition skills with one-to-one support from a specialist tutor, and gain experience in applying those skills through participation in workshops, masterclasses and ensembles. These components will combine to support your specialist strengths and interests, and to broaden and contextualise your personal studies. Milestones for the course are technical foundations, for both performers and composers, and healthy practice, as the basis of optimal performance and sustainable music-making.

Note: This is a 12 UOC course. You will enrol in 4 UOC in each of three successive terms with a result reported by a single grade at the end of the third 4 UOC course.

Course Learning Outcomes

1. Build and apply foundational technical skills in the development of artistic expression
2. Apply the principles of healthy professional practice to vocal and instrumental technique and performance
3. Identify relationships among issues informing performance practice
4. Apply principles of teamwork to music ensemble

Teaching Strategies

Students' personal skills in performance or composition will be developed through one on one consultations with specialist tutors [8 x 1 hour each trimester]. In workshops [9 x 1.5 hours each trimester], instrumental and vocal students will gain performance experience, while composition students will become familiar with issues affecting performance and performance preparation. Workshop settings will also support engagement with issues concerning musicians' health and wellbeing, the development of stage conduct, and an element of peer observation for specialist performance and composition groups. Students will attend masterclasses led by visiting experts in a range of musical instruments, voices and styles, encouraging students to draw links and comparisons with their personal studies [choosing 4 x 2 hours from nine masterclasses across the year]. All students will participate in directed ensembles, choosing from a wide range of musical styles and cultures and participating in a final performance in each trimester [9 x 2 hours rehearsals in each trimester].

Assessment

[Here you can outline any relevant information that was not included in AIMS but may prove helpful for your students. For example, you might provide details on the referencing system, links to previous student exemplars or the designated week in the course that you will discuss the assessment at length. Importantly, this section is an area for you to provide information that does not go through the approved governance structure.]

Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|---|--------|----------------|------------------------------------|
| Ensemble contribution, performances, part checking test | 20% | Not Applicable | 4 |
| Masterclass critiques | 15% | Not Applicable | 3 |
| Performance/presentation | 35% | Not Applicable | 1,2 |
| Practical examination | 30% | Not Applicable | 1,2 |

Assessment Details

Assessment 1: Ensemble contribution, performances, part checking test

Start date: Not Applicable

Details: Direct feedback during rehearsals and workshops and a formal report at the conclusion of the session. Students' contribution to ensemble performances and workshops will be assessed through a part-checking examination. Ensemble part-checking will be undertaken in T1, T2 and T3. Individually or in small groups, students will perform works or excerpts of works, studied and performed during the trimester. Where appropriate, excerpts will be selected by the part-checking examiner.

Assessment 2: Masterclass critiques

Start date: Not Applicable

Length: 500

Details: Critiques will be submitted across T1, T2 and T3. These will be related to masterclasses presented by visiting experts in a range of musical styles and activities. Critique questions will be scaffolded to encourage students to identify issues for discussion, and to draw links among performance elements and scholarly literature.

Submission notes: This assignment is submitted via Moodle

Assessment 3: Performance/presentation

Start date: Not Applicable

Length: 10 minutes

Details: Performance/presentations will be conducted during workshop sessions in T1 and T2. Instrumentalists and vocalists will perform one complete item in each term, which may be a movement of a larger work; composers, similarly, will present the performance of one item or movement. Feedback: written reports

Additional details:

This will be a 10-minute lecture-recital presentation, comprising PowerPoint or printed notes, verbal presentation situating the work(s) performed within its historical, cultural, musical or aesthetic context, and the performance of the work itself.

Submission notes:live presentation

Assessment 4: Practical examination

Start date: Not Applicable

Details: For performance students, examinations will be undertaken in T3. Students will present a 20-minute programme, including a study, etude or vocalise of approximately 5-minutes' duration, devised in negotiation with their specialist tutors, to suit their personal interests and trajectories. Students identifying as jazz specialists will present technical work from the jazz syllabus devised for this course. The examination will also include a short sight-reading test for all students. This will be the final assessment task for performers. For composition students, portfolios will be submitted in T3. Portfolios may include any number of works, but the total duration of works should be 15 minutes. Scores should be submitted, along with recordings of all works. This will be the final assessment task for composers. Feedback: Written report on practical exam and composition portfolio.

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

Course Schedule

[View class timetable](#)

Timetable

| Date | Type | Content |
|-----------------------------------|------------|---|
| Week 1: 17 February - 21 February | Seminar | Introductions, course overview, assessment structure, goal setting. |
| Week 2: 24 February - 28 February | Seminar | Short student performances; learning to give and receive feedback. |
| Week 3: 2 March - 6 March | Seminar | In-Class student performances. Dealing with performance anxiety: useful exercises and creative imagery. |
| Week 4: 9 March - 13 March | Seminar | In-Class student performances/feedback. Discussion of critical reflective writing in preparation for the masterclass and masterclass critique. |
| Week 5: 16 March - 20 March | Seminar | Identifying your end-of-term presentation topic and repertoire. Goal revisiting at half-point in the term and setting intentions. Group improvisation |
| Week 6: 23 March - 27 March | Reading | This is a Flexi-Week, no class scheduled. |
| Week 7: 30 March - 3 April | Seminar | In-Class student performances and feedback. Building a successful lecture-recital presentation. |
| Week 8: 6 April - 10 April | Assessment | Student in-class performance assessments begin. |
| Week 9: 13 April - 17 April | Assessment | Student in-class performance assessments continue. |
| Week 10: 20 April - 24 April | Assessment | Student in-class performance assessments complete and class debrief. |

Resources

Prescribed Resources

1. Everything is Connected: The Power of Music by Daniel Barenboim
2. Motion, Emotion, and Love: The Nature of Artistic Performance by [Thomas Carson Mark](#)
3. Letters to a Young Poet by Rainer Rilke

Recommended Resources

Not available

Course Evaluation and Development

Student feedback will be collected both during class discussions and through MyExperience surveys. The feedback provided by students will be analysed and practical steps will be taken to incorporate the feedback into the structure and delivery of the course in subsequent years.

Submission of Assessment Tasks

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 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/>

Image Credit

Solo Performance Making 2019

CRICOS

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