



# MUSC11411 *Music Styles & Analysis 1*

## Term 1 - 2025

Profile information current as at 26/03/2025 05:39 am

All details in this unit profile for MUSC11411 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit you will study the popular music styles that have emerged from the late 19th century through to the early 21st century. You will examine the role of prominent performers, composers, lyricists, and music producers in the development of these styles. You will also explore the social, political and technological events that have shaped popular music styles through this period. Your studies will give particular attention to the study and analysis of primary source materials in the form of musical analysis of the musical forms relevant to the style.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2025

- Mackay
- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Annotated bibliography**

Weighting: 25%

#### 2. **Essay**

Weighting: 35%

#### 3. **In-class Test(s)**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Evaluation

##### Feedback

Essay exemplar and/or detailed marking criteria

##### Recommendation

Provide more guidance with the research essay. Either with an exemplar or more detail in marking criteria.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Identify the stylistic features of popular music styles from the late 19th century through to the early 21st century
2. Describe the influence of prominent performers, composers, lyricists and producers in the development of popular music styles from the late 19th century through to the early 21st century
3. Discuss the social, political and technological events that shaped popular music styles from the late 19th century through to the early 21st century
4. Analyse the structure and musical style of selected popular music compositions from the 19th century through to the early 21st century.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks                 | Learning Outcomes |   |   |   |
|----------------------------------|-------------------|---|---|---|
|                                  | 1                 | 2 | 3 | 4 |
| 1 - Annotated bibliography - 25% | •                 | • | • |   |
| 2 - Essay - 35%                  | •                 | • | • | • |
| 3 - In-class Test(s) - 40%       | •                 | • | • | • |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes |   |   |   |
|---------------------|-------------------|---|---|---|
|                     | 1                 | 2 | 3 | 4 |
| 1 - Communication   | •                 | • | • | • |
| 2 - Problem Solving |                   |   |   | • |

| Graduate Attributes                                 | Learning Outcomes |   |   |   |
|---|-------------------|---|---|---|
|   | 1                 | 2 | 3 | 4 |
| 3 - Critical Thinking                               | •                 | • | • |   |
| 4 - Information Literacy                            | •                 | • | • |   |
| 5 - Team Work                                       |                   |   |   |   |
| 6 - Information Technology Competence               |                   |   |   |   |
| 7 - Cross Cultural Competence                       |                   |   |   |   |
| 8 - Ethical practice                                |                   |   |   |   |
| 9 - Social Innovation                               |                   |   |   |   |
| 10 - Aboriginal and Torres Strait Islander Cultures |                   |   |   |   |

## Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks                 | Graduate Attributes |   |   |   |   |   |   |   |   |    |
|----------------------------------|---------------------|---|---|---|---|---|---|---|---|----|
|                                  | 1                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Annotated bibliography - 25% | •                   |   |   | • |   |   |   |   |   |    |
| 2 - Essay - 35%                  | •                   |   | • | • |   |   |   |   |   |    |
| 3 - In-class Test(s) - 40%       | •                   |   | • |   |   |   |   |   |   |    |

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Sarah Rozekrans** Unit Coordinator  
[s.rozekrans@cqu.edu.au](mailto:s.rozekrans@cqu.edu.au)

## Schedule

### Week 1 - 10 Mar 2025

| Module/Topic   | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Introduction to MUSC11411<br>Topic 1: Early jazz to the end of the 1920s |         |                              |

### Week 2 - 17 Mar 2025

| Module/Topic   | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Topic 1 (cont): Early jazz to the end of the 1920s<br>Topic 2: Theatre music to the end of the 1920s |         |                              |

### Week 3 - 24 Mar 2025

| Module/Topic                                   | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Topic 2: Theatre music to the end of the 1920s |         |                              |

### Week 4 - 31 Mar 2025

| Module/Topic       | Chapter | Events and Submissions/Topic |
|--------------------|---------|------------------------------|
| Topic 3: The 1930s |         |                              |

### Week 5 - 07 Apr 2025

| Module/Topic       | Chapter | Events and Submissions/Topic |
|--------------------|---------|------------------------------|
| Topic 4: The 1940s |         |                              |

### Vacation Week - 14 Apr 2025

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

### Week 6 - 21 Apr 2025

| Module/Topic       | Chapter | Events and Submissions/Topic   |
|--------------------|---------|--|
| Topic 5: The 1950s |         | Annotated Bibliography Due<br>Friday 25th April, 11:45pm<br><br><b>Annotated Bibliography</b> Due: Week 6 Friday (25 Apr 2025) 11:45 pm AEST |

### Week 7 - 28 Apr 2025

| Module/Topic       | Chapter | Events and Submissions/Topic |
|--------------------|---------|------------------------------|
| Topic 6: The 1960s |         |                              |

### Week 8 - 05 May 2025

| Module/Topic       | Chapter | Events and Submissions/Topic |
|--------------------|---------|------------------------------|
| Topic 6: The 1960s |         |                              |

### Week 9 - 12 May 2025

| Module/Topic       | Chapter | Events and Submissions/Topic |
|--------------------|---------|------------------------------|
| Topic 7: The 1970s |         |                              |

## Week 10 - 19 May 2025

| Module/Topic       | Chapter | Events and Submissions/Topic   |
|--------------------|---------|--|
| Topic 7: The 1970s |         | Research Essay Due<br>Monday 23rd May, 11:45pm<br><br><b>Research Essay</b> Due: Week 10<br>Monday (19 May 2025) 11:45 pm AEST |

## Week 11 - 26 May 2025

| Module/Topic       | Chapter | Events and Submissions/Topic |
|--------------------|---------|------------------------------|
| Topic 8: The 1980s |         |                              |

## Week 12 - 02 Jun 2025

| Module/Topic                          | Chapter | Events and Submissions/Topic |
|---------------------------------------|---------|------------------------------|
| Topic 9: The 1990s to the present day |         |                              |

## Review/Exam Week - 09 Jun 2025

| Module/Topic          | Chapter | Events and Submissions/Topic |
|-----------------------|---------|------------------------------|
| Mock exam/unit review |         |                              |

## Exam Week - 16 Jun 2025

| Module/Topic       | Chapter | Events and Submissions/Topic  |
|--------------------|---------|---|
| Online Moodle Exam |         | Online Music Exam:<br>Monday 16th June, 9:00am (Open)<br>Tuesday 17th June, 9:00am (Closes)<br><br><b>Online Exam</b> Due: Exam Week<br>Tuesday (17 June 2025) 9:00 am AEST |

## Assessment Tasks

### 1 Annotated Bibliography

#### Assessment Type

Annotated bibliography

#### Task Description

**Length:** 1200 - 1500 words

#### Task:

Prepare an annotated bibliography based on one of Assessment 2's essay topics. Your annotated bibliography should comprise of 12 different sources, consisting of:

1. Four books (these can be hard copy, online books or e-books)
2. Two articles from Oxford Music Online (this database can be accessed through the CQUniversity library - you must be signed in to gain full access)
3. Two articles from Rock's Back Pages (this database can be accessed through the CQUniversity library - you must be signed in to gain full access)
4. Four academic journal articles (these can be accessed through the CQUniversity library - you must be signed in to gain full access)

Further information on how to compile an Annotated Bibliography, as well as an exemplar of an annotation can be found on the Moodle website for this unit.

#### Presentation:

- Submit your assignment online as a Word document.
- Use size 12 Times New Roman Font
- Double line spacing throughout
- Arrange annotations in groupings

- four books

- two articles from Oxford Music Online
- two articles from Rock's Back Pages
- four academic journal articles

- Include your name and student number in the header of the document
- Include page numbers in the footer of the document

### **Use of Generative Artificial Intelligence agents (Gen AI)**

Within this assessment, the use of Gen AI agents is as follows:

- No Gen AI use at any point during this assessment.

### **Assessment Due Date**

Week 6 Friday (25 Apr 2025) 11:45 pm AEST

### **Return Date to Students**

Week 8 Friday (9 May 2025)

### **Weighting**

25%

### **Assessment Criteria**

- Correct number and type of annotations (10%)
- Correct presentation of each reference in APA style, 7th edition (20%)
- Appropriate length of each annotation (10%)
- Appropriate depth for each annotation (60%)

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Submissions are to be made online via Moodle

### **Learning Outcomes Assessed**

- Identify the stylistic features of popular music styles from the late 19th century through to the early 21st century
- Describe the influence of prominent performers, composers, lyricists and producers in the development of popular music styles from the late 19th century through to the early 21st century
- Discuss the social, political and technological events that shaped popular music styles from the late 19th century through to the early 21st century

### **Graduate Attributes**

- Communication
- Information Literacy

## **2 Research Essay**

### **Assessment Type**

Essay

### **Task Description**

**Length:** 2000 - 2500 words

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents pages, reference page and appendices. It includes in-text references and direct quotations.

**Task:** Choose **one** of the following essay topics and complete an essay using the guidelines shown below:

- Investigate the origins of *The Great American Songbook* and its influence on popular music throughout the 20th century up to the present day. As part of your discussion include an analysis five songs by different composers/lyricists,

looking at their musical structure, the style and content of the lyrics as well as their performance/recording history up to the present day. For each song that you discuss, find an appropriate performance of this song on YouTube and include the URL for these songs in the body of your assignment and also include in the Reference List.

· Investigate the characteristics of movie musicals from the early 1930s to the present day. Choose five different *landmark movie musicals* from early 1930s to the present day. Focus only on musicals that were *first written for film*, and not musicals that started as a stage version. Do not include animated musicals in your discussion. Discuss why you would consider these musicals to be landmark musicals. Discuss the contribution from the directors, composers, lyricists, choreographers, producers and star performers. Discuss the technology and cinematography that has contributed to their success. For each movie musical that you discuss, find appropriate YouTube clips to support your discussion. Include the URL for these clips in the body of your assignment and also include in the Reference List.

· Investigate the origins and development of soul music from the 1950s through to the present day. Discuss important artists, the related recording studios and the early distribution of this style of music through radio and television. Also discuss the role of soul music in the Civil Rights movement in America. Include an analysis of five songs by different artists by commenting on the musical style, content of the lyrics, the performance history/recording history, as well as the contribution of the composers, lyricists and producers of these songs. For each song that you discuss, find an appropriate performance of this song on YouTube and include the URL for these songs in the body of your assignment and also include in the Reference List.

· Investigate the influence of the blues on the development of rock and roll in the late 20th century by providing an overview of blues-based music and influential artists/bands from the 1950s to the end of the 20th century. Choose one blues-based song from each decade: the 1950s, 1960s, 1970s, 1980s and 1990s and discuss how each artist/band has interpreted the blues form in this song, how they have made use of various instruments and voices, the way improvisation is incorporated and how it is similar or different to the traditional blues forms of the early 20th century. For each song that you discuss, find an appropriate performance of this song on YouTube and include the URL for these songs in the body of your assignment and also include in the Reference List.

· One characteristic of the progressive rock genre that emerged in the late 1960s, was the concept album. In this topic, you are to investigate the development of the concept album with reference to at least five different albums by different artists/bands. For every album you discuss, you will need to make reference to the artwork and specific songs/tracks, in order to demonstrate how the artists used instrumentation, stylistic choices, and technology afforded by the recording studio, to convey their chosen theme of the album. Include appropriate images and links to recordings to support your research and include within the in-text referencing and Reference List.

### **Assignment Presentation:**

- Use size 12 Times New Roman font for the body of the essay.
- Double line spacing throughout.
- You may use subheadings to organise your assignment. These may be in a different colour or different size font.
- Include in-text references (citations) throughout the assignment.
- Include a Reference List at the end of the assignment in APA style, 7<sup>th</sup> edition.
- You should have a minimum of 15 references for this assignment.
- Do NOT cite from Wikipedia or other websites that do not have an acknowledged author.
- Include in your reference list all music scores used, CD and DVD recordings, YouTube sources, books, academic journal articles, articles from Oxford Music Online and Rocks Back Pages.

### **Use of Generative Artificial Intelligence agents (Gen AI)**

Within this assessment, the use of Gen AI agents is as follows:

No Gen AI use at any point during this assessment.

### **Assessment Due Date**

Week 10 Monday (19 May 2025) 11:45 pm AEST

### **Return Date to Students**

Review/Exam Week Friday (13 June 2025)

### **Weighting**

35%

### **Assessment Criteria**



- Clear introduction and conclusion (10%)
- Accuracy of information and depth of treatment of the topic (25%)
- Detailed discussion on the music and lyrics of the music examples provided (25%)
- Ability to write clearly and logically (15%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)
- Correct use of APA 7th ed. style for the in-text referencing and reference list and quality of references used(15%)

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Submissions are to be made online via Moodle

### Learning Outcomes Assessed

- Identify the stylistic features of popular music styles from the late 19th century through to the early 21st century
- Describe the influence of prominent performers, composers, lyricists and producers in the development of popular music styles from the late 19th century through to the early 21st century
- Discuss the social, political and technological events that shaped popular music styles from the late 19th century through to the early 21st century
- Analyse the structure and musical style of selected popular music compositions from the 19th century through to the early 21st century.

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

## 3 Online Exam

### Assessment Type

In-class Test(s)

### Task Description

Complete an online exam on Moodle with short-answer responses. This will be based on the learning materials presented in each of the topics in this unit.

### Assessment Due Date

Exam Week Tuesday (17 June 2025) 9:00 am AEST

Exam will be open to complete 24hrs prior (LIVE: Mon 16 June at 9am AEST)

### Return Date to Students

Exam Week Friday (20 June 2025)

### Weighting

40%

### Assessment Criteria

- Accuracy of information for each response
- Depth of treatment of each response

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Moodle quiz submissions

### Learning Outcomes Assessed

- Identify the stylistic features of popular music styles from the late 19th century through to the early 21st century

- Describe the influence of prominent performers, composers, lyricists and producers in the development of popular music styles from the late 19th century through to the early 21st century
- Discuss the social, political and technological events that shaped popular music styles from the late 19th century through to the early 21st century
- Analyse the structure and musical style of selected popular music compositions from the 19th century through to the early 21st century.

#### **Graduate Attributes**

- Communication
- Critical Thinking

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

#### **What is a breach of academic integrity?**

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

#### **Why is academic integrity important?**

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

#### **Where can I get assistance?**

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

#### **What can you do to act with integrity?**



**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem