



# MUSC13413 *Multi-Instrument Fundamentals and Ensemble Direction 1*

## Term 1 - 2025

Profile information current as at 26/03/2025 05:14 am

All details in this unit profile for MUSC13413 have been officially approved by CQU University 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

The effective delivery of an instrumental music curriculum is contingent on the knowledge and ability of the teacher in two associated areas: multi-instrument instruction and conducting technique. Through foundational studies of multi-instrument and conducting techniques, you will have the opportunity to develop the pedagogical skills and concepts required to deliver successful group instrumental music instruction and ensemble direction for beginning students. In this unit, you will be required to undertake a second instrument study in an area of your choice from the woodwind, brass or percussion families of instruments, performing repertoire and exercises relative to the beginner level. Additionally, you will develop ensemble directing skills and conducting techniques for beginner ensembles.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

For entry into this unit, you must have completed 36 credit points in this course.

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

- 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. **Practical Assessment**

Weighting: 40%

#### 2. **Practical Assessment**

Weighting: 40%

#### 3. **Reflective Practice Assignment**

Weighting: 20%

### 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 Personal communication

##### Feedback

Inclusion of a repertoire assessment item, similar to other practical units.

##### Recommendation

This unit already includes the provision for repertoire performance, embedded within the practical assessment of the 2nd instrument study. It is recommended that this remains the same in future offerings.

## Unit Learning Outcomes

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

1. Perform beginning student repertoire on an instrument that is not your primary instrument of study from the woodwind, brass or percussion instrument families
2. Demonstrate practical conducting techniques required for the musical direction of a beginning ensemble
3. Explain the technical challenges of your chosen instrument of study and pedagogical methods for the successful development of beginner students.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Practical Assessment - 40%	•		
2 - Practical Assessment - 40%		•	
3 - Reflective Practice Assignment - 20%			•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication		•	
2 - Problem Solving	•	•	
3 - Critical Thinking	•	•	•

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - Practical Assessment - 40%		•	•	•						
2 - Practical Assessment - 40%	•	•	•	•						
3 - Reflective Practice Assignment - 20%			•	•		•				

## 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)
- Webcam

## 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

**Jason Smyth-Tomkins** Unit Coordinator  
[j.smyth-tomkins@cqu.edu.au](mailto:j.smyth-tomkins@cqu.edu.au)

## Schedule

### Week 1 - 10 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the lesson platform.		

### Week 2 - 17 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
<b>Multi-instrument:</b> Study of your chosen instrument, progressing through the online lesson content at your own pace. <b>Conducting:</b> Module 1 (The Basics)		

### Week 3 - 24 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
<b>Multi-instrument:</b> Study of your chosen instrument, progressing through the online lesson content at your own pace. <b>Conducting:</b> Module 1 (The Basics)		

### Week 4 - 31 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
<b>Multi-instrument:</b> Study of your chosen instrument, progressing through the online lesson content at your own pace. <b>Conducting:</b> Module 2 (Laban Theory of Movement)		

### Week 5 - 07 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
<b>Multi-instrument:</b> Study of your chosen instrument, progressing through the online lesson content at your own pace. <b>Conducting:</b> Module 2 (Laban Theory of Movement) <b>Repertoire Selection:</b> Introduction to Repertoire Selection.		

### Vacation Week - 14 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 21 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
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**Multi-instrument:** Study of your chosen instrument, progressing through the online lesson content at your own pace.

**Conducting:** Module 2 (Laban Theory of Movement)

**Repertoire Selection:** Discussion of the Education Queensland Instrumental Music Curriculum.

#### Week 7 - 28 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
<b>Multi-instrument:</b> Study of your chosen instrument, progressing through the online lesson content at your own pace. <b>Repertoire Selection:</b> Evaluating educational levels of pieces.		

#### Week 8 - 05 May 2025

Module/Topic	Chapter	Events and Submissions/Topic
<b>Multi-instrument:</b> Study of your chosen instrument, progressing through the online lesson content at your own pace. <b>Repertoire Selection:</b> Programming features in repertoire.		<b>Conducting Technique Assessment</b> Due: Week 8 Friday (9 May 2025) 11:45 pm AEST

#### Week 9 - 12 May 2025

Module/Topic	Chapter	Events and Submissions/Topic
<b>Multi-instrument:</b> Study of your chosen instrument, progressing through the online lesson content at your own pace. <b>Repertoire Selection:</b> Anticipating challenges and solutions.		

#### Week 10 - 19 May 2025

Module/Topic	Chapter	Events and Submissions/Topic
<b>Multi-instrument:</b> Study of your chosen instrument, progressing through the online lesson content at your own pace.		<b>2nd Instrument Study</b> Due: Week 10 Friday (23 May 2025) 11:45 pm AEST

#### Week 11 - 26 May 2025

Module/Topic	Chapter	Events and Submissions/Topic
<b>Multi-instrument:</b> Study of your chosen instrument, progressing through the online lesson content at your own pace.		

#### Week 12 - 02 Jun 2025

Module/Topic	Chapter	Events and Submissions/Topic
<b>Multi-instrument:</b> Study of your chosen instrument, progressing through the online lesson content at your own pace.		<b>Analytical Assessment of Beginner Ensemble Repertoire</b> Due: Week 12 Friday (6 June 2025) 11:45 pm AEST

#### Review/Exam Week - 09 Jun 2025

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 16 Jun 2025

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Conducting Technique Assessment

#### Assessment Type

Practical Assessment

#### Task Description

The objective of this practical assessment is to demonstrate fundamental conducting techniques relative to directing a beginner-to-intermediate ensemble. By submitting a video recording, you will showcase your ability to apply techniques discussed in "Become a Master Conductor" (Module 1 and 2), including downbeats and releases, articulations, simple time patterns, and dynamics. Additionally, you will accurately conduct an etude provided in the unit.

#### Assessment Task:

Prepare and submit a video demonstrating your ensemble conducting skills.

**Demonstrate techniques from "Become a Master Conductor" Modules 1 and 2:** Demonstrate downbeats and releases, articulation, simple time signatures (2/4, 3/4, 4/4), and dynamics as discussed in the modules.

**Articulations:** Conduct 8 bars of each of the following articulations in 4/4 time at 60-90 bpm: **flick** (staccato), **dab** (tenuto), **slash** (accent), **punch** (marcato), and **float** (slurred).

**Time Signatures:** Using the **dab** (tenuto) gesture in the following time signatures, conduct 8 bars of each pattern: 2/4, and 3/4.

**Dynamics:** Demonstrate the **press** gesture for crescendo and decrescendo.

**Conducting Etude:** Accurately conduct the etude provided in the PDF, combining various techniques developed in the unit.

**Presentation:** Ensure a clear view of yourself facing towards the camera throughout the recording - from at least your waist up. Use a metronome where necessary to maintain tempo and rhythm accuracy. State the name of each gesture at the beginning of the exercise.

#### Assessment Due Date

Week 8 Friday (9 May 2025) 11:45 pm AEST

#### Return Date to Students

Week 10 Friday (23 May 2025)

#### Weighting

40%

#### Assessment Criteria

- Demonstration of appropriate stance and upper body position (torso and arms) - 10%
- Development of baton grip and baton position - 10%
- Clarity and accuracy of simple time conducting patterns - 25%
- Ability to convey precise tempo - 15%
- Effective communication of articulations - 35%
- Effective communication of dynamics (baton) - 5%

#### Referencing Style

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

#### Submission

Online

#### Submission Instructions

See unit Moodle site.

#### Learning Outcomes Assessed

- Demonstrate practical conducting techniques required for the musical direction of a beginning ensemble

#### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## 2 2nd Instrument Study

### Assessment Type

Practical Assessment

### Task Description

The objective of this assessment task is to demonstrate your understanding and development of beginning techniques on an instrument previously unfamiliar to you through a video-recorded performance. Utilising a group-method tutor book, your performance should showcase a range of exercises increasing in difficulty, include at least one solo with accompaniment, and incorporate the required one-octave scales for this level.

### Assessment Task:

Prepare a video recording of your performance lasting 10 to 15 minutes.

### Content Requirements:

- **Variety of Exercises:** Demonstrate a variety of exercises from the group-method tutor book, demonstrating a progression in difficulty. Be particular regarding the exercises you select to highlight the developmental attributes reinforced by each exercise.
- **Solo Performance:** Include at least one solo performance with accompaniment, highlighting your ability to play in accompanied or ensemble settings.
- **One-Octave Scales:** Perform the required one-octave scales for this level, demonstrating technical proficiency and fluency.
- **Presentation:** Clearly state the name of each piece, scale, or exercise, or indicate the number of the exercise being performed. Ensure that your performance is well-lit, properly framed, and free from distractions or interruptions.

### Assessment Due Date

Week 10 Friday (23 May 2025) 11:45 pm AEST

### Return Date to Students

End of term.

### Weighting

40%

### Assessment Criteria

Students will be assessed on a combination of criteria relating to the development of musical and technical performance skills as applied to their instrument of study. The criteria may include the assessment of:

- **Technical Proficiency:** Students will demonstrate the application of technical elements, including accuracy of pitch and intonation, agility/dexterity, and fluency, in the performance or notation of selected exercises and repertoire, relevant to their chosen instrument.
- **Articulation and Phrasing:** Students will demonstrate level-appropriate stylistic applications of articulation techniques, as well as an understanding and execution of appropriate phrasing within the assigned exercises and repertoire.
- **Tone Production:** Students will produce a quality tone displaying aspects such as breath control, instrumental tone control, and consistency of tone across different registers, relative to the developmental level of study.
- **Rhythmic Accuracy:** Students will display precision and rhythmic control in performing the selected exercises and repertoire.
- **Overall Musical Interpretation:** Students will apply musical skills in context, demonstrating musicality through expression, phrasing, dynamics, tempo and stylistic understanding, in the performance of exercises and repertoire.

### Referencing Style

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

### Submission

Online

### Submission Instructions

See unit Moodle site.

### Learning Outcomes Assessed

- Perform beginning student repertoire on an instrument that is not your primary instrument of study from the woodwind, brass or percussion instrument families



## Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy

## 3 Analytical Assessment of Beginner Ensemble Repertoire

### Assessment Type

Reflective Practice Assignment

### Task Description

The objective of this assignment is to develop a comprehensive understanding of repertoire selection for beginner concert bands and string orchestras. By analysing five musical selections, students will gain insights into the composers, educational levels of the pieces, programming features, and challenges young musicians may encounter. Furthermore, students will propose solutions to assist young musicians in overcoming these challenges.

### Assignment Task:

You will be provided with five musical selections (pieces) suitable for beginner-intermediate concert bands and string orchestras (publisher level 0.5–1.5). For each piece, discuss the following:

- **Composer Biography:** Provide a *brief* biography of the composer, highlighting relevant background information.
- **Educational Level:** Evaluate the educational "level" of the piece based on pitch repertoire, rhythms, articulations, and key signatures. Discuss how these elements contribute to deeming the work suitable for beginning-level ensembles. You base your evaluation on the specific publisher's rating system, or the Education Queensland Instrumental Music Curriculum levels.
- **Programming Features:** Identify and discuss any interesting programming features present in the piece.
- **Challenges and Solutions:** Anticipate particular challenges that directors may expect young musicians to encounter while rehearsing and performing the piece. Propose practical solutions to help young students overcome these challenges.
- **Format:** Your analysis for each piece should be presented in a clear and organised manner, with each element clearly labeled and discussed concisely.

### Additional Guidelines:

1. Utilise reputable sources for composer biographies.
2. Support your assessment of the educational level of each piece with specific musical examples and explanations, relative to the Education Queensland Instrumental Music Curriculum.
3. Consider the technical abilities and limitations of beginner-level musicians when proposing solutions to challenges.
4. Maintain professionalism and clarity in your writing, adhering to academic standards of citation and formatting.

### Length:

2000 words (400 words per piece)

### Assignment presentation:

- Title page with your name, unit code, student number and assessment title
- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- You may use sub-headings to organise your assignment clearly
- Include in-text references, where appropriate
- Include a comprehensive reference list, adhering to the CQUniversity APA 7th Edition Style Guide
- All excerpts from URLs for music scores or recorded audio/video examples should include an in-text reference, and full details included in the reference list.
- Submit Microsoft Word (.docx) documents only.

**\*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 page, reference page and appendices. It includes in-text references and direct quotations.**

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

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

- Gen AI content is used to generate ideas and general structures
- Gen AI can be used for content editing.

**Assessment Due Date**

Week 12 Friday (6 June 2025) 11:45 pm AEST

**Return Date to Students**

End of term.

**Weighting**

20%

**Assessment Criteria****Accuracy and Depth of Composer Biographies (20%):**

- Accuracy of the provided biographical information about the composer.
- The level of detail and insight provided in the biography, including relevant historical context and influences on the composer's work.

**Thoroughness and Clarity of Analysis (40%):**

- The extent to which all aspects of the analysis (educational level, programming features, challenges, and solutions) are addressed for each piece.
- The clarity and coherence of the analysis, including the organisation of ideas and the clarity of expression.

**Thoughtfulness and Practicality of Proposed Solutions (30%):**

- The depth of thought demonstrated in proposing solutions to challenges, considering the specific needs and abilities of beginner-level musicians.
- The feasibility and effectiveness of the proposed solutions in addressing the identified challenges in rehearsal and performance settings.

**Organisation, Coherence, and Professionalism (10%):**

- The logical structure and flow of the written assignment.
- The coherence of the writing, ensuring that ideas are presented in a clear and interconnected manner.
- Accuracy of academic standards of writing, including proper grammar, spelling, citation format, and overall presentation.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

See unit Moodle site.

**Learning Outcomes Assessed**

- Explain the technical challenges of your chosen instrument of study and pedagogical methods for the successful development of beginner students.

**Graduate Attributes**

- Critical Thinking
- Information Literacy
- Information Technology Competence

## 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