



# MUSC13414 Multi-Instrument Fundamentals and Ensemble Direction 2

## Term 2 - 2024

Profile information current as at 29/07/2024 03:35 pm

All details in this unit profile for MUSC13414 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 beginner-intermediate 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 beginner-intermediate students. Non-percussion majors must study percussion and drummers/percussionists must study an instrument from the woodwind or brass families. You will be required to develop skills on an unfamiliar instrument, performing repertoire and exercises on this instrument relative to the beginner-intermediate level. Additionally, you will continue to develop ensemble directing skills and conducting techniques for beginner-intermediate ensembles. In undertaking this unit, you will be required to have access to the instruments chosen for your study.

### 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

Pre-Requisite: Students must have completed MUSC13413 Multi-Instrument Fundamentals and Ensemble Direction 1  
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 2 - 2024

- 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: 30%

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

Weighting: 50%

#### 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**

Depth and variety of resources

**Recommendation**

Continue the use of the external platform in providing extensive learning materials for a wide variety of instruments.

## Unit Learning Outcomes

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

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

N/A

## 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 - 50%	•		
2 - Practical Assessment - 30%		•	
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	•	•	•
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			

## 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
- Zoom

## 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 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Conducting:</b> Review Module 2: Laban Theory of Movement and associated articulation gestures.		
<b>Multi Instrument:</b> Study of your chosen instruments, progressing through the online lesson content at your own pace.		

### Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Conducting:</b> Module 3: The pattern serves the music		
<b>Multi Instrument:</b> Study of your chosen instruments, progressing through the online lesson content at your own pace.		

### Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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**Conducting:**

Module 3: The pattern serves the music

**Multi Instrument:**

Study of your chosen instruments, progressing through the online lesson content at your own pace.

**Week 4 - 29 Jul 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Conducting:**

Module 3: The pattern serves the music

**Multi Instrument:**

Study of your chosen instruments, progressing through the online lesson content at your own pace.

**Week 5 - 05 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Conducting:**

Module 4: Advanced fundamentals

**Multi Instrument:**

Study of your chosen instruments, progressing through the online lesson content at your own pace.

**Vacation Week - 12 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 19 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Conducting:**

Module 4: Advanced fundamentals

**Multi Instrument:**

Study of your chosen instruments, progressing through the online lesson content at your own pace.

**Week 7 - 26 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Conducting:**

Module 4: Advanced fundamentals

**Multi Instrument:**

Study of your chosen instruments, progressing through the online lesson content at your own pace.

**Week 8 - 02 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Multi Instrument:**

Study of your chosen instruments, progressing through the online lesson content at your own pace.

**Conducting Technique**

**Assessment** Due: Week 8 Monday (2 Sept 2024) 11:45 pm AEST

**Week 9 - 09 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Multi Instrument:**

Study of your chosen instruments, progressing through the online lesson content at your own pace.

**Week 10 - 16 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Multi Instrument:</b> Study of your chosen instruments, progressing through the online lesson content at your own pace.		
<b>2nd Instrument Study</b> Due: Week 10 Friday (20 Sept 2024) 11:45 pm AEST		
<b>Week 11 - 23 Sep 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Multi Instrument:</b> Study of your chosen instruments, progressing through the online lesson content at your own pace.		
<b>Week 12 - 30 Sep 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Multi Instrument:</b> Study of your chosen instruments, progressing through the online lesson content at your own pace.		
<b>Reflective Practice Assignment</b> Due: Week 12 Friday (4 Oct 2024) 11:45 pm AEST		
<b>Review/Exam Week - 07 Oct 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 14 Oct 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

In this unit, all students study beginner percussion, in particular snare drum. All that is required for this unit is a practice pad, a pair of drum sticks and a Tradition of Excellence (Book 1 for Percussion). All other supplementary materials for practice will be provided by the Unit Coordinator.

## Assessment Tasks

### 1 Conducting Technique Assessment

#### Assessment Type

Practical Assessment

#### Task Description

The objective of this practical assessment is to demonstrate developing 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, 2, 3 and 4), including preparation, downbeats and releases, articulation(s), time signatures, and dynamics. Additionally, you will select and conduct materials from the Level 0.5 - 2.0 repertoire recordings provided on Moodle.

#### Assessment Task:

Prepare and submit a video demonstrating your ensemble conducting skills.

- **Technique Development** from "Become a Master Conductor" Modules 1, 2, 3 and 4: Demonstrate preparation, downbeats and releases, articulation(s), time signatures (2/4, 3/4, 4/4), fermata, dynamics, and left hand control, as discussed in the modules
- **Deadbeat Exercise:** Accurately conduct the deadbeat exercise provided on Moodle
- **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.
- **Length:** 10mins
- **Other:** Ensure the repertoire you select allows for the demonstration of the techniques listed above.

**Assessment Due Date**

Week 8 Monday (2 Sept 2024) 11:45 pm AEST

**Return Date to Students**

Week 10

**Weighting**

30%

**Assessment Criteria**

- Preparations, downbeats and releases are clear and controlled
- Articulations are communicated effectively
- Beat patterns are controlled and reflect an accuracy of time
- Dynamic variations are communicated effectively
- Use of the left hand is deliberate and effective

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

See Moodle for specific details.

**Learning Outcomes Assessed**

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

## 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 percussion techniques 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 scales or rudiments 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, showcasing a progression in difficulty. Be particular regarding the exercises you select to highlight particular 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
- **Rudiments:** Perform the required rudiments for this level, demonstrating technical proficiency, rhythmic accuracy, 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 (20 Sept 2024) 11:45 pm AEST

**Return Date to Students**

Week 12

**Weighting**

50%

**Assessment Criteria**

Students will be assessed on a combination of criteria relating to the development of musical and technical skills as



applied to their instrument and developmental level. The criteria for individual instruments may include the assessment of:

- Technical accuracy
- Fluency
- Rhythm
- Articulation
- Tonal quality
- Tempo
- Dynamics.

### Referencing Style

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

### Submission

Online

### Submission Instructions

See Moodle for specific details.

### Learning Outcomes Assessed

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

## 3 Reflective Practice Assignment

### Assessment Type

Reflective Practice Assignment

### Task Description

In this assessment task you will compile a reflective practice assessment of your instrumental performance in Assessment Item 2. This should display a reflective approach to your personal development and performance, as well as consideration of the methods and approaches required in the teaching of this instrument to a beginner student. In completing this task, you must reflect on your practical performance on a musical instrument and identify areas for improvement.

Using your Assessment Item 2 recording, listen to your performance critically, answering the following questions, being as honest with yourself as possible.

### General:

1. How did you prepare for the performance?
2. What went well during the performance?
3. What were some technical challenges you encountered in preparing for this recording?
4. Were there any mistakes or errors in your playing? If so, what were they and why do you think they happened?
5. How did you handle any challenges during the performance?
6. How could you have improved your performance?
7. What will you do differently in future performances to address any weaknesses or challenges?

### Specifics:

1. Discuss four (4) instrument-specific technical challenges that you encountered in the process of learning your new instrument.
2. Provide researched and considered approaches as to how you would work through these challenges with a beginner student.

### Length:

1500 words

### Assignment presentation:

- Title page with your name, student number and chosen instrument
- 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
- You may refer to Youtube clips to demonstrate aspects of your discussion and reference appropriately
- Include in-text references
- Include a comprehensive reference list, adhering to the CQUniversity APA 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 agents (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 (4 Oct 2024) 11:45 pm AEST

#### **Return Date to Students**

End of term.

#### **Weighting**

20%

#### **Assessment Criteria**

The criteria for this assessment item will consider your reflection of:

- **Preparation:** The reflection should address how you prepared for the performance and what steps were taken to ensure readiness
- **Challenges:** The reflection should address any challenges you faced during the performance, such as technical difficulties, endurance or performance anxiety
- **Errors:** The reflection should address any mistakes or errors that were made during the performance
- **Tempo and Rhythm:** The reflection should address your comfort with the tempo/s and rhythm of the materials performed and any areas where you struggled
- **Technical Elements:** The reflection should address any specific technical elements, such as finger placement, posture, or breathing, that you struggled with during the performance
- **Learning:** The reflection should address what you learned from this performance about your rate of progress, playing ability and what you need to work on in the future
- **Teaching:** The reflection should address the steps you will take to help beginner musicians to overcome the identified technical challenges
- **Organisation and Clarity:** The reflection should be well organised and clearly written, with a clear introduction, body, and conclusion. The reflection should be free of grammar and spelling errors and contain in-text referencing where necessary.

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

Submit through unit Moodle site.

#### **Learning Outcomes Assessed**

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

## 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