



# MUS 207

## Guitar Principles

S2 Day 2017

*Department of Media, Music, Communication and Cultural Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff  
Unit Convenor  
Denis Crowdy  
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Contact via [denis.crowdy@mq.edu.au](mailto:denis.crowdy@mq.edu.au)

Credit points  
3

Prerequisites  
15cp at 100 level or above

Corequisites

Co-badged status

Unit description  
This unit introduces students to basic approaches to guitar playing in particular styles. No previous experience in guitar playing is necessary (internal streams will be run appropriate to individual skill levels). The unit combines study tutorials and practical workshops.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

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

Incorporate historical, social and technical knowledge of the guitar in a personal approach to learning the instrument

Participate, evaluate and gain a practical understanding of the role of the contemporary guitarist as soloist and in an ensemble

Develop personal playing skills through selection, rehearsal and performance of appropriate repertoire.

Develop an understanding of relevant music theory for guitar playing

## General Assessment Information

### Late Submissions

Tasks 10% or less. No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for Disruption to Studies is made and approved.

Tasks above 10%. Students who submit late work without an extension will receive a penalty of 10% per day. This penalty does not apply for cases in which an application for Disruption to Studies is made and approved.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Ensemble Performance</u>	25%	No	week 9, week 13
<u>Solo performance</u>	25%	No	Continuous
<u>Quizzes</u>	30%	No	Weeks 4, 7, 10
<u>Critical listening</u>	20%	No	Week 5, 11

### Ensemble Performance

Due: **week 9, week 13**

Weighting: **25%**

Assessment consists of ensemble group participation in tutorials, independent rehearsals out of class time and a final performance in front of a peer audience.

Marking criteria:

A (60%) Application of appropriate guitar technique and evaluation of musicianship including dynamics, phrasing, rhythm, tone and stylistic integrity, through ensemble performance.

B (40%) Evidence of group preparation, organisation, effective collaboration and attendance at rehearsals

On successful completion you will be able to:

- Incorporate historical, social and technical knowledge of the guitar in a personal approach to learning the instrument
- Participate, evaluate and gain a practical understanding of the role of the contemporary guitarist as soloist and in an ensemble
- Develop personal playing skills through selection, rehearsal and performance of appropriate repertoire.

## Solo performance

Due: **Continuous**

Weighting: **25%**

Assessed continuously through performance of technical exercises, tablature reading, and solo pieces and extracts set in class. These exercises and pieces will be provided by tutors at least two weeks in advance to allow for practice and preparation. Assessment will then take place in solo and group performance contexts in tutorials.

Marking criteria:

A (60%) Application of appropriate guitar technique and evaluation of musicianship including dynamics, phrasing, rhythm, tone and stylistic integrity, through ensemble performance.

B (40%) Evidence of regular, effective preparation through individual instrumental practice

On successful completion you will be able to:

- Incorporate historical, social and technical knowledge of the guitar in a personal approach to learning the instrument
- Participate, evaluate and gain a practical understanding of the role of the contemporary guitarist as soloist and in an ensemble
- Develop personal playing skills through selection, rehearsal and performance of appropriate repertoire.
- Develop an understanding of relevant music theory for guitar playing

## Quizzes

Due: **Weeks 4, 7, 10**

Weighting: **30%**

A series of quizzes will be presented throughout the semester testing knowledge of essential theory, history, listening to suggested repertoire and engagement with fundamental guitar related knowledge presented in the lecture material.

Marking criteria: Multiple choice, correct or incorrect.

On successful completion you will be able to:

- Incorporate historical, social and technical knowledge of the guitar in a personal approach to learning the instrument
- Develop an understanding of relevant music theory for guitar playing

## Critical listening

Due: **Week 5, 11**

Weighting: **20%**

Students are to demonstrate engaged and analytical listening to appropriate repertoire through completion of a number of iLearn exercises spaced throughout the semester.

Marking criteria: Evidence of ability to listen critically to relevant musical examples and express this in written form.

On successful completion you will be able to:

- Incorporate historical, social and technical knowledge of the guitar in a personal approach to learning the instrument
- Participate, evaluate and gain a practical understanding of the role of the contemporary guitarist as soloist and in an ensemble
- Develop an understanding of relevant music theory for guitar playing

## Delivery and Resources

### Recommended readings (available via MultiSearch, online and library reserve)

Benadon, F. & Gioia, T., 2009. How Hooker found his boogie: a rhythmic analysis of a classic groove. *Popular Music*, 28(01), pp.19–32.

Clarke, P., 1983. “A magic science”: rock music as a recording art. *Popular Music*, 3, pp.195–213.

Fitzgerald, J. 1999. *Popular Music Theory & Musicianship*. Hazelmount Publishing.

McSwain, R., 1995. The power of the electric guitar. *Popular Music and Society*, 19(4), pp.21–40.

Wells, J.D., 1983. Me and the Devil Blues: A study of Robert Johnson and the music of the rolling stones. *Popular Music and Society*, 9(3), pp.17–24.

Guitar, Wikibooks, <http://en.wikibooks.org/wiki/Guitar>

Music Theory, Wikibooks, [http://en.wikibooks.org/wiki/Music\\_Theora](http://en.wikibooks.org/wiki/Music_Theora)

### Other resources:

Various other resources are provided throughout the semester and students should explore the iLearn site for more detail

## Unit Schedule

Details on unit's iLearn site

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Additional information

MMCCS website [https://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments\\_of\\_media\\_music\\_communication\\_and\\_cultural\\_studies/](https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_media_music_communication_and_cultural_studies/)

MMCCS Session Re-mark Application <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

Information is correct at the time of publication

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Participate, evaluate and gain a practical understanding of the role of the contemporary guitarist as soloist and in an ensemble
- Develop personal playing skills through selection, rehearsal and performance of appropriate repertoire.
- Develop an understanding of relevant music theory for guitar playing

### Assessment tasks

- Ensemble Performance
- Solo performance

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcome

- Participate, evaluate and gain a practical understanding of the role of the contemporary guitarist as soloist and in an ensemble

### Assessment task

- Ensemble Performance

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- Incorporate historical, social and technical knowledge of the guitar in a personal approach to learning the instrument
- Develop personal playing skills through selection, rehearsal and performance of appropriate repertoire.

### Assessment tasks

- Ensemble Performance
- Solo performance

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary



solutions to problems.

This graduate capability is supported by:

### **Learning outcomes**

- Incorporate historical, social and technical knowledge of the guitar in a personal approach to learning the instrument
- Participate, evaluate and gain a practical understanding of the role of the contemporary guitarist as soloist and in an ensemble
- Develop personal playing skills through selection, rehearsal and performance of appropriate repertoire.
- Develop an understanding of relevant music theory for guitar playing

### **Assessment tasks**

- Ensemble Performance
- Solo performance
- Quizzes
- Critical listening

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### **Learning outcomes**

- Develop personal playing skills through selection, rehearsal and performance of appropriate repertoire.
- Develop an understanding of relevant music theory for guitar playing

### **Assessment tasks**

- Quizzes
- Critical listening

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative

in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### **Learning outcomes**

- Incorporate historical, social and technical knowledge of the guitar in a personal approach to learning the instrument
- Develop an understanding of relevant music theory for guitar playing

### **Assessment task**

- Quizzes

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### **Learning outcomes**

- Incorporate historical, social and technical knowledge of the guitar in a personal approach to learning the instrument
- Participate, evaluate and gain a practical understanding of the role of the contemporary guitarist as soloist and in an ensemble
- Develop personal playing skills through selection, rehearsal and performance of appropriate repertoire.

### **Assessment tasks**

- Ensemble Performance
- Critical listening