



MMCC2057

Vocal Studies: The Voice

Session 1, In person-scheduled-weekday, North Ryde 2023

Department of Media, Communications, Creative Arts, Language and Literature

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General Information

Unit convenor and teaching staff

Co-convenor

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By Appointment

Co-convenor

Andrew Robson

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By Appointment

Credit points

10

Prerequisites

40cp at 1000 level or above

Corequisites

Co-badged status

Unit description

This unit introduces students to the voice as an instrument for effective, musical communication. Through studying elements of vocal anatomy and physiology, students learn technical and foundational aspects of the voice, voice function/production and appropriate technique for singing. Vocal health and vocal care strategies are also discussed. Students apply their learning to individual vocal programs, aspirations and abilities. The contemporary singing voice and its role in solo- and ensemble- specific situations within a range of music styles are explored. No prior knowledge of singing is required.

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:

ULO1: evaluate and discuss critically voice knowledge/science in relation to the voice and vocal development.

ULO2: prepare, document and reflect on vocal development and practice.

ULO3: identify and analyse appropriate vocal technique in and for singing, including vocal health and vocal care strategies.

ULO4: communicate through singing in collaborative and solo contexts.

ULO5: articulate the functions of the singing voice.

ULO6: demonstrate academic writing and appropriate referencing.

General Assessment Information

Voice Project

The practical component - performances or presentations - will be individually scheduled during Week 13.

Late Assessment Submission Penalty

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--|-----------|--------|---|
| <u>Vocal Practice</u> | 10% | No | Written 23:55 13/3/23; Practical Week 4 Tutorials 14/3/23 |
| <u>Vocal Learning and Reflection</u> | 50% | No | Written 23:55 5/5/23; Practical Week 10 Lecture 9/5//23 |
| <u>Voice Project</u> | 40% | No | Written 23:55 26/5/23; Perform/Present Week 13 |

Vocal Practice

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 5 hours

Due: **Written 23:55 13/3/23; Practical Week 4 Tutorials 14/3/23**

Weighting: **10%**

Students communicate by singing set exercises. Students are also required to submit a vocal practice outline clearly demonstrating the components of a vocal practice session. Refer to iLearn for further information.

On successful completion you will be able to:

- prepare, document and reflect on vocal development and practice.
- communicate through singing in collaborative and solo contexts.
- articulate the functions of the singing voice.
- demonstrate academic writing and appropriate referencing.

Vocal Learning and Reflection

Assessment Type ¹: Creative work

Indicative Time on Task ²: 44 hours

Due: **Written 23:55 5/5/23; Practical Week 10 Lecture 9/5//23**

Weighting: **50%**

This assessment focuses on progressive vocal learning. In a written component, students individually reflect on their learning in relation to progressive unit content. Students also document, participate in a creative group process and perform a vocal ensemble song as part of their learning. For this assessment task, the ways that students contribute during the ensemble process is also monitored. Refer to iLearn for further information.

On successful completion you will be able to:

- prepare, document and reflect on vocal development and practice.
- communicate through singing in collaborative and solo contexts.
- demonstrate academic writing and appropriate referencing.

Voice Project

Assessment Type ¹: Project

Indicative Time on Task ²: 40 hours

Due: **Written 23:55 26/5/23; Perform/Present Week 13**

Weighting: **40%**

For this assessment task, students are required to research, prepare and effectively communicate using their voice. Students will either perform a song OR they will analyse a song performance in a formal presentation. The emphasis of this assessment is on the implementation of appropriate vocal technique for singing and embodied musicality. Students are required to submit a project outline that acknowledges their song, songwriter/s, all content and references. If presenting an analysis, students are required to also acknowledge the artist in the project outline. Students are required to perform or present from memory. Refer to iLearn for further information.

On successful completion you will be able to:

- evaluate and discuss critically voice knowledge/science in relation to the voice and vocal development.
- identify and analyse appropriate vocal technique in and for singing, including vocal health and vocal care strategies.
- articulate the functions of the singing voice.
- demonstrate academic writing and appropriate referencing.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Tutorials begin in Week 2

Written, Performed and/or Recorded Submissions

All assessment tasks have both written and performed/presented components. All written components for assessment tasks must be submitted through Turnitin by the due date/time shown.

Students will be required to provide an instrumental backing track in a suitable key if performing for assessment. It is the responsibility of students to ensure that backing tracks do not breach copyright legislation, are obtained legally and are not pirated copies. No melody or vocals are to be on the backing track used for assessment purposes (i.e., it should be instrumental accompaniment only).

Performances are to be from memory. That is, no reading of scripts (including spoken introduction), lyrics or music.

Referencing Style

For all written work, students are required to use the APA 7th referencing system for all in-text referencing, reference lists and spoken introductions. This also includes references for recorded material as appropriate.

Recording of Assessed Performances

Due to copyright issues, no practical assessments (group or solo) may be recorded or posted on social media by students in either audio or video format.

Return of marked work

Formal and informal feedback will be issued throughout the session.

Assessment standards

Rubrics are used for all assessments and will be available on iLearn.

Tutorial activities and vocal learning

Tutorial activities will include a variety of tasks, instructions, practice and group performance work. Students will undertake the majority of their vocal practice at home including the practice of vocal exercises, and learning/practicing songs.

Students will be formed into groups to complete Assessment Task 2 (Vocal Learning and Reflection). Group members will all be part of the same tutorial group. Tutorials will be used to discuss strategies to construct ensemble performances. The interactive nature of the group work for the unit means that it is essential that students attend/review weekly lectures, attend tutorials, and undertake the activities associated with each week's content.

Online tutorial students will also be formed into groups to complete Assessment Task 2. The performed component of this task will need to be completed as a compiled recording. Details will be discussed in online zoom tutorials.

iLearn Forums

Students are required to participate in iLearn Forums for all group discussions. Please do not use social media, e.g., do not use Facebook. Due to copyright issues, the posting of lyrics, sheet music and/or videos on iLearn is not permitted. If appropriate, please post only links to resources such as websites/YouTube. Please ensure that these are legitimate sites (e.g., artist's websites).

Required Readings and Resources

Required readings are available through Leganto.

Set singing exercises are available on iLearn.

Vocal Health and Care

Students should bring bottled room temperature water to all tutorials. Students are requested to advise their tutor of any vocal health issues.

Technologies used and required

A computer and Internet access are required. Music playback facility is also required.

Individual Learning and Group Work

Due to the practical, interactive and group components of this unit, students are encouraged to read the essential readings prior to engaging in the weekly lectures, to conduct individual research and to work on vocal development progressively throughout the semester. Students therefore need to devise a progressive schedule that enables research and regular practice

Policies and Procedures

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

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

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

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit 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.