



MUS 304

Advanced Vocal Studies

S1 Day 2018

Department of Media, Music, Communication and Cultural Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Belinda Lemon-McMahon

belinda.lemonmcmahon@mq.edu.au

Contact via Email

N/A

Please email for an appointment

Credit points

3

Prerequisites

MUS205 and MUS206

Corequisites

Co-badged status

Unit description

Building on MUS206, this unit enables singers to explore various contemporary music practices of vocal recording and performance at an advanced level. This includes further development of the creative skills introduced in the intermediate level of vocal studies. Vocal processing and technological applications on the singing voice are explored. The unit provides students with experience in a recording studio, singing in an audition component and structuring individual performance showcases. Students will be allocated studio time to record. With a focus on the singer as artist in lectures and practical tutorials, students engage in critical listening and thinking.

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:

Identify, demonstrate and integrate individual artistry through contemporary singing utilising appropriate vocal technique, expressive techniques and reflexivity

Apply effectively and analyse the use of technology to the singing voice in live performance and in recording

- Identify and maintain vocal integrity in recording processes
- Analyse and integrate vocal audition requirements
- Collaborate with appropriate accompaniment
- Maintain vocal health and vocal care strategies

General Assessment Information

Assessment standards in this unit align with the University's grade descriptors, available at: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment>

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Creative exercises</u>	10%	No	Week 5 - 26/3
<u>Vocal recording processes</u>	20%	No	Mid-session break & Wk 8 2/5
<u>Artistic strategies</u>	40%	No	Week 10 - 14/5
<u>Vocal performance</u>	30%	No	Week 13 - 5/6 and 6/6

Creative exercises

Due: **Week 5 - 26/3**

Weighting: **10%**

Students sing a selection of the vocal exercises (set, individual and creative).

Set singing exercises will be assessed in tutorial times (where possible) on individual demonstration of the following criteria:

- implementation of appropriate vocal technique
- creative elements
- musical elements (e.g. dynamics, phrasing and syncopation)
- the use of technology where appropriate
- stylistic integrity
- artistry

On successful completion you will be able to:

- Identify, demonstrate and integrate individual artistry through contemporary singing

utilising appropriate vocal technique, expressive techniques and reflexivity

- Maintain vocal health and vocal care strategies

Vocal recording processes

Due: **Mid-session break & Wk 8 2/5**

Weighting: **20%**

During an allocated one hour session during the mid-session break (with an additional thirty minute allocation of mixing time), students sing in a recording studio, record a song and then analyse the recording post-session taking into account preparation, the recording process and the recorded product. The recording analysis is due on Wednesday 2/5 by 5:00pm and is submitted through Turnitin.

Students will be assessed on the following criteria:

- singing during a recording session
- suitability of the recorded accompaniment or the accompaniment of one instrument.
(Please note that no additional time will be allocated for recording an instrumental backing and the vocals must be completed within the one hour time allocation.)
- implementation of appropriate vocal technique
- creative elements
- individual interpretation and expressive techniques
- musical and stylistic integrity
- demonstration of vocal effects in relation to the recording
- use appropriate terminology in session and in analysis

On successful completion you will be able to:

- Identify, demonstrate and integrate individual artistry through contemporary singing utilising appropriate vocal technique, expressive techniques and reflexivity
- Apply effectively and analyse the use of technology to the singing voice in live performance and in recording
- Identify and maintain vocal integrity in recording processes
- Collaborate with appropriate accompaniment
- Maintain vocal health and vocal care strategies

Artistic strategies

Due: **Week 10 - 14/5**

Weighting: **40%**

Part 1 (20%)

Students maintain a reflective journal in relation to their own artistry beginning in Week 1 and concluding in Week 10. It is expected that students will spend an hour each week reviewing their progress during that week and implementing individual strategies for the following week. Specific questions for reflection/consideration will be discussed in the weekly lectorials. The journal will conclude with an artist bio and photo that is relevant to the student's individual artistry and to the audition scenario. The journal is due on 14/5 by 5:00pm and is submitted through Turnitin.

Students will be assessed on the following criteria:

- individual goals and strategies
- information on weekly progress, singing activities and readings
- evidence of reflexivity
- referencing where appropriate including discography

Part 2 (20%) - 12 noon - 3pm, 14/5

Students select/nominate an audition scenario, prepare and participate in an audition.

Students will be required to provide accompaniment (live piano, guitar or recording backing track) in an appropriate key. Students may accompany themselves if they feel that it is appropriate to the assessment task/scenario.

Students will be assessed on the following criteria:

- vocal performance in and for a 'structured audition'
- preparation
- presentation and confidence
- suitability of material
- the application of appropriate vocal technique
- musical integrity including interaction with the accompanist
- stylistic integrity
- auditions will include a verbal 'bio' component (similar to what is detailed in the journal)

On successful completion you will be able to:

- Identify, demonstrate and integrate individual artistry through contemporary singing utilising appropriate vocal technique, expressive techniques and reflexivity
- Analyse and integrate vocal audition requirements
- Collaborate with appropriate accompaniment
- Maintain vocal health and vocal care strategies

Vocal performance

Due: **Week 13 - 5/6 and 6/6**

Weighting: **30%**

Students individually perform two songs as a micro-set (maximum of 10 minutes) that includes spoken dialogue (patter) about their artistry and songs. The use of reinforced sound and other technologies must be used as appropriate. In addition to the demonstration of artistry in performance, students will be assessed on the continuity and integrity of their performance set. Students will be allocated performance times.

Students will be assessed on the following criteria:

- the performance of two to three contrasting songs as a micro-set/showcase (maximum performance time of 10 minutes)
- presentation
- the application of appropriate vocal technique
- creative elements
- individual interpretation and expressive techniques
- musical and stylistic integrity
- the use of reinforced sound equipment and other technologies where appropriate
- Students are required to introduce themselves, their artistry and their repertoire as part of their performance and engagement with their audience.
- It is the responsibility of students to provide their own accompaniment. Students may perform with live accompaniment or to recorded backing tracks.

On successful completion you will be able to:

- Identify, demonstrate and integrate individual artistry through contemporary singing utilising appropriate vocal technique, expressive techniques and reflexivity
- Apply effectively and analyse the use of technology to the singing voice in live performance and in recording
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- Maintain vocal health and vocal care strategies

Delivery and Resources

It is the responsibility of students to ensure that backing tracks do not breach copyright legislation, are obtained legally and are not pirated copies. Please note, you may not repeat a song sung in a previous vocal studies unit for any of the assessment tasks. Each assessment

task requires a different song/s.

For all written work, students are required to use APA referencing system for all in-text referencing and reference lists. If students refer to recorded material then a discography must also be included.

Students should bring bottled room temperature water to all lectorials and tutorials.

Students are requested to advise their tutor of any vocal health issues.

Each week students are required to attend a 1 hour lectorial and a 1 hour tutorial. Tutorials begin in Week 2.

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

ASSESSMENT SUBMISSION

All written assessment submissions must be through Turnitin by the due date/time.

Return of marked work

Formal and informal feedback will be issued throughout the session.

Technologies used and required

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

Changes Made to Previous Offerings of the Unit

The topics in this unit are regularly updated to reflect developments in contemporary music technologies and practices.

REQUIRED READINGS

As this unit is designed for formative learning, MUS304 reading list will be progressively available on iLearn and will be suited to student needs.

The reading for Week 1 is:

Aho, Marko. (2009). 'Gestures in vocal performance and the experience of the listener: a case study of extra-semantic meaning-making in the singing of Olavi Virta', *Popular Music* / Volume 28 / Issue 01 / January 2009, pp 33 - 51.

RECOMMENDED READING

Hughes, D., Evans, M., Morrow, G., & Keith, S. (2016). *The New Music Industries: Disruption and Discovery*. Palgrave Macmillan.

Available online at:

<https://www.palgrave.com/de/book/9783319403632>

SET EXERCISES

Set exercises can be accessed at: <http://ilearn.mq.edu.au/>.

WEEKLY JOURNAL QUESTIONS

Journal questions will be aligned to progressive lectorial and unit content. From Week 2 onwards, journal questions will be announced during each weekly lectorial.

Week 1 Journal Questions:

- What motivates or inspires me to sing?
- What is artistry?
- What is my artistry?
- Are there elements of artistry that I need to develop?
- What are my goals this session?
- How am I going to achieve these goals?
- What is a melisma?

Unit Schedule

MUS 304/S1/Day/Lecture_1/01	Monday	12:00pm	1.00pm	1:00	10 Hadenfield Ave (Y3A) 187 Drama Studio
MUS 304/S1/Day/Tutorial_1/01	Monday	1:00pm	2:00pm	1:00	10 Hadenfield Ave (Y3A) 123 Ensemble Rm

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). 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](#)
- [Grade Appeal Policy](#)

- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

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

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments/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) 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

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.

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

- Identify, demonstrate and integrate individual artistry through contemporary singing utilising appropriate vocal technique, expressive techniques and reflexivity
- Apply effectively and analyse the use of technology to the singing voice in live performance and in recording
- Identify and maintain vocal integrity in recording processes

Assessment tasks

- Creative exercises
- Vocal recording processes
- Artistic strategies
- Vocal 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 outcomes

- Identify, demonstrate and integrate individual artistry through contemporary singing utilising appropriate vocal technique, expressive techniques and reflexivity
- Analyse and integrate vocal audition requirements
- Collaborate with appropriate accompaniment

Assessment tasks

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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

- Identify, demonstrate and integrate individual artistry through contemporary singing utilising appropriate vocal technique, expressive techniques and reflexivity
- Maintain vocal health and vocal care strategies

Assessment tasks

- Artistic strategies
- Vocal 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

- Identify, demonstrate and integrate individual artistry through contemporary singing utilising appropriate vocal technique, expressive techniques and reflexivity
- Apply effectively and analyse the use of technology to the singing voice in live performance and in recording
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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

- Identify, demonstrate and integrate individual artistry through contemporary singing utilising appropriate vocal technique, expressive techniques and reflexivity
- Apply effectively and analyse the use of technology to the singing voice in live performance and in recording
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Assessment tasks

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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

- Identify, demonstrate and integrate individual artistry through contemporary singing utilising appropriate vocal technique, expressive techniques and reflexivity
- Apply effectively and analyse the use of technology to the singing voice in live performance and in recording
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Assessment tasks

- Creative exercises
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- Artistic strategies
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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

- Identify, demonstrate and integrate individual artistry through contemporary singing utilising appropriate vocal technique, expressive techniques and reflexivity
- Apply effectively and analyse the use of technology to the singing voice in live performance and in recording
- Identify and maintain vocal integrity in recording processes
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Assessment tasks

- Creative exercises
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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Identify, demonstrate and integrate individual artistry through contemporary singing utilising appropriate vocal technique, expressive techniques and reflexivity

Assessment task

- Vocal performance

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Apply effectively and analyse the use of technology to the singing voice in live performance and in recording

Assessment task

- Vocal performance

Changes from Previous Offering

The unit content is updated to reflect changes in industry practices. The options in audition

processes have been modified to enable students to accompany themselves and/or to audition in groups if appropriate. The use of a range of technologies in this unit (including loopers) is also included and encouraged. There have also been some assessment adjustments in line with the assessment policy introduced in S2 2016.