



# MUS 325

## Musical Literacy

S2 Day 2019

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

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### Disclaimer

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## General Information

Unit convenor and teaching staff  
Administration and Occasional Tutor  
Andrew Robson  
[andrew.robson@mq.edu.au](mailto:andrew.robson@mq.edu.au)  
Contact via 98502120  
By Appointment

Andrew Robson  
[andrew.robson@mq.edu.au](mailto:andrew.robson@mq.edu.au)

Credit points  
3

Prerequisites  
39cp at 100 level or above

Corequisites

Co-badged status

### Unit description

This unit engages students in critical and creative listening, understanding and performance of music, and aims to provide the student with analytical and conceptual foundations for advancing practical, aesthetic and critical awareness. Both the study of theory and aural recognition helps to develop performance skills in melodic and rhythmic competency, aural awareness and theoretical understanding. Assessment for the unit is founded on creative and performance projects, written assignments encompassing theory and notation, and aural recognition tasks.

## 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:

- Analyze and evaluate music theory in conventional European Practice.
- Identify and interpret melodic, harmonic and rhythmic structures in music.
- Analyze and apply music theory and practice through both notated and performed media.

Evaluate and apply theoretical structures to creative practice in music.

Critique and summarize one's own, and one's peer's, creative practices in musical performance.

## General Assessment Information

Re-Marks: The in-session re-mark application form is available at <http://www.mq.edu.au/pubstat/c/public/download/?id=167914>

### Feedback on Assessments and Progress

The primary means for providing feedback to students on their progress in the unit is through two means: 1) In-class commentary on participation and discussion points, and 2) assessment of workbook tasks. Both methods of feedback are tied directly to seminar attendance. Consequently, it is essential that you attend class in order to receive feedback.

### Relevant and Related Examples of Assessment Tasks

Exemplars for the Project proposal are provided on the iLearn site. Exemplars of Workbook sheets will be discussed in class each week during the term. In addition, a portion of each class will be devoted to practicing examples of Aural Test questions. Consequently, the Aural Test (held in the week of 1 November) will be designed around questions similar to in-class practice.

### Late Submission Penalty

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 Tasks

Name	Weighting	Hurdle	Due
<a href="#">Project proposal</a>	10%	Yes	Week 3 August 16; 11:59 pm
<a href="#">Theory Workbook Tasks</a>	30%	No	Fortnightly in class as advised.
<a href="#">Aural Test</a>	20%	No	Week 12, November 1; in class
<a href="#">Final Creative Project</a>	40%	No	Week 13, November 8; 11:59 pm

### Project proposal

Due: **Week 3 August 16; 11:59 pm**

Weighting: **10%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

At the start of the semester students will provide an outline of a composition, a transcription project or a performance design task that they wish to complete by the end of the semester. This composition (or project/task) will be the **Final Creative Project** for the unit (see Assessment Task 4). The Project Proposal should state clearly what the creative task will be and should present a study plan to indicate how you intend to work on the task throughout the semester.

### **Marking Criteria:**

Coherency: Does the proposal provide a clear indication for 1) what kind of transcription, composition or performance design is intended, 2) how creativity will be explored, and 3) what elements will comprise the submission?

Scope: Is the scope of the project achievable within the time frame for the assignment.

Conversely, does the proposed project provide enough opportunity to demonstrate the creative endeavour in a meaningful way.

### **Submission Details:**

A written proposal should be submitted through the unit iLearn site by 11:59 pm on the due date. Turnitin will be used for this assignment.

### **Grading Note:**

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-policiesand-procedures/policies/assessment>

On successful completion you will be able to:

- Critique and summarize one's own, and one's peer's, creative practices in musical performance.

## **Theory Workbook Tasks**

Due: **Fortnightly in class as advised.**

Weighting: **30%**

Students will be provided with theoretical tasks as part of their in-class activities. Six of these will be identified as assessable and will be handed in for progressive assessment throughout the semester. Students should gather these tasks together into a workbook for final formal submission through Turnitin in Week 12 of the unit. However, each task will be assessed on a fortnightly basis.

### **Marking Criteria:**

All tasks will require a written response using musical notation in some form. Each workbook task will be weighted appropriately based on the content of the questions asked and the overall number of workbook tasks assigned. Students will be marked on whether their answers indicate a conventional understanding for the musical analysis and/or symbolic indication required.

### **Submission Details:**

Tasks will be given to students in class on pre-organized workbook sheets. Students should answer the questions by hand and return the hardcopies of these sheets directly to the convenor in the subsequent class. For administrative purposes a Turnitin portal will be set up for the submission of the final compiled set of scanned workbook tasks in Week 12 of the semester.

### **Grading Note:**

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-policiesand-procedures/policies/assessment>

On successful completion you will be able to:

- Analyze and evaluate music theory in conventional European Practice.
- Identify and interpret melodic, harmonic and rhythmic structures in music.
- Analyze and apply music theory and practice through both notated and performed media.

## **Aural Test**

Due: **Week 12, November 1; in class**

Weighting: **20%**

Students will undertake regular 'non-assessed' activities in class which will be designed to improve their aural understanding of music. These activities will comprise singing and/or listening tasks. At the end of the semester students will be given an aural test in relation to the tasks and activities practiced throughout the semester.

### **Marking Criteria**

Has the student been able to recognize and correctly identify specific musical phrases, idioms and structures as discussed in class? These will include specific rhythmic patterns and melodic elements.

### **Submission Details:**

During the week of November 1 students will sit for an aural test in class.

### **Grading Note:**

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-policiesand-procedures/policies/assessment>

On successful completion you will be able to:

- Analyze and evaluate music theory in conventional European Practice.
- Identify and interpret melodic, harmonic and rhythmic structures in music.

- Analyze and apply music theory and practice through both notated and performed media.

## Final Creative Project

Due: **Week 13, November 8; 11:59 pm**

Weighting: **40%**

At the end of the semester students will submit a score and/or a recording of the Creative Project that they outlined at the beginning of the semester. This creative project may take various forms. It may involve musical performance and/or composition (note: it may involve both) and must demonstrate ways in which they have developed their understanding for notation practice. The notation practice can be demonstrated in various ways and in different forms and may relate to a smaller component of a more lengthy performance task (i.e. transcription from a recording). Notation may be in various forms of symbolic representation and/or instructions. Performances may be either individually performed or as part of an ensemble. If the project involves performance, this final performance should be submitted as a recording.

### Marking Criteria:

Has the student demonstrated a high level of musical understanding through the performance or recorded/composed product they have created.

Does the project demonstrate a sophisticated use of musical notation in some form?

Does the project demonstrate the student's ability to carry through a musical task of considerable complexity.

Did the final outcome from the project demonstrate the student's ability to follow through, in a sustained manner, on plans set at the beginning of the semester?

### Submission Details:

Final projects will be in different formats depending on the medium chosen by each student. However, each project will contain a written component of some kind. This written component should be scanned and submitted through Turnitin by 11:59 pm on the due date. The final class will be an opportunity where students may present or perform their projects to each other, though this performance is not assessed.

### Grading Note:

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-policiesand-procedures/policies/assessment>

On successful completion you will be able to:

- Identify and interpret melodic, harmonic and rhythmic structures in music.
- Analyze and apply music theory and practice through both notated and performed media.

- Evaluate and apply theoretical structures to creative practice in music.
- Critique and summarize one's own, and one's peer's, creative practices in musical performance.

## **Delivery and Resources**

Classes for all students begin in Week 1. Classes are held in the Ensemble Room # 123 10 Hadenfeld Avenue (Old Y3A).

All classes for this unit are organized as two hour seminars. All seminars involve a practical component designed to develop skills as outlined in the Learning Outcomes. Consequently, attendance at the seminars is essential and no ECHO recording will be undertaken for the classes.

Each student will have a different level of theoretical understanding when they begin this unit. Special extra sessions will be set up in the first few weeks of classes to assist those students with limited notation skills.

There is one mandatory textbook for the unit which must be purchased from the CO-OP: Fitzgerald, J. 1999. Popular Music Theory and Musicianship. East Lismore: Hazelmount.

## **Unit Schedule**

Seminar classes in this unit will be directed towards learning skills of music literacy. Topics of focus will include modal and diatonic theory as well as harmonic practice in Contemporary Music.

Learning tasks will be structured in such a way that students develop their musicianship skills throughout the semester. In particular, these musicianship skills include aural perception (the recognition and subsequent description of musical sounds and patterns) and theoretical knowledge (largely, though not exclusively based around notation practice of some kind). By focusing on Modal/Diatonic Theory and Harmonic Practice in Contemporary Music, this unit will equip students with creative ideas and analytical skills related to some of music's most essential parameters.

In the first three weeks of term students will undertake preliminary written and practical activities that are designed to gain requisite rudimentary knowledge. These skills will then be used for creative tasks and exercises of a more advanced nature in the remainder of the semester. These first three weeks will ensure that students who come to the unit with limited knowledge will be equipped for the more complex tasks undertaken later. For students who already have this rudimentary knowledge, the first three weeks will provide performance opportunities that will enhance creativity in other ways.

### **Classes begin for everyone in Week 1 and topics will be varied depending on the student cohort!**

From the fourth week of term onwards, each class will focus on a different harmonic skill/knowledge as follows:

**Week 4 Topic: Modes and Scales: History and Structure**

**Week 5 Topic: Triads: Qualities and Structures**

**Week 6 Topic: Chord inversions - (and) the relevance of tessitura**

**Week 7 Topic: Seventh chords.**

**Mid-Semester Break**

**Week 8 Topic: Mid-Semester Progress Reports**

**Week 9 Topic: Chords and Modes - connections and ideas**

**Week 10 The Bass Line and Formal Patterns I: Blues, Kwela, diaphonic and multiphonic singing**

**Week 11 Topic: Principles of Harmonic Analysis I: Standard cadential progressions and the Beatles**

**Week 12 Topic: Principles of Harmonic Analysis II: More extended jazz patterns, David Bowie, Elvis Costello and maybe a cameo appearance by someone you choose.**

**Week 13: Semester wrap-up.**

## 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](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>).



## 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 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## 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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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**

- Identify and interpret melodic, harmonic and rhythmic structures in music.
- Analyze and apply music theory and practice through both notated and performed media.
- Evaluate and apply theoretical structures to creative practice in music.
- Critique and summarize one's own, and one's peer's, creative practices in musical performance.

### **Assessment tasks**

- Project proposal
- Theory Workbook Tasks
- Aural Test
- Final Creative Project

## **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**

- Critique and summarize one's own, and one's peer's, creative practices in musical performance.

### **Assessment tasks**

- Project proposal
- Final Creative Project

## **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**

- Evaluate and apply theoretical structures to creative practice in music.
- Critique and summarize one's own, and one's peer's, creative practices in musical performance.

## **Assessment tasks**

- Project proposal
- Final Creative Project

## **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**

- Analyze and evaluate music theory in conventional European Practice.
- Identify and interpret melodic, harmonic and rhythmic structures in music.
- Analyze and apply music theory and practice through both notated and performed media.

## **Assessment tasks**

- Theory Workbook Tasks
- Aural Test
- Final Creative Project

## **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

- Analyze and evaluate music theory in conventional European Practice.
- Identify and interpret melodic, harmonic and rhythmic structures in music.
- Analyze and apply music theory and practice through both notated and performed media.
- Evaluate and apply theoretical structures to creative practice in music.
- Critique and summarize one's own, and one's peer's, creative practices in musical performance.

## Assessment tasks

- Project proposal
- Theory Workbook Tasks
- Aural Test
- Final Creative Project

## 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

- Analyze and evaluate music theory in conventional European Practice.
- Evaluate and apply theoretical structures to creative practice in music.
- Critique and summarize one's own, and one's peer's, creative practices in musical performance.

## Assessment tasks

- Project proposal
- Theory Workbook Tasks
- Aural Test
- Final Creative Project

## 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 and interpret melodic, harmonic and rhythmic structures in music.
- Analyze and apply music theory and practice through both notated and performed media.
- Evaluate and apply theoretical structures to creative practice in music.
- Critique and summarize one's own, and one's peer's, creative practices in musical performance.

## **Assessment tasks**

- Project proposal
- Theory Workbook Tasks
- Aural Test
- Final Creative Project