



# MUS 306

## Musical Creativities: Projects and Directions

S2 Day 2019

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

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## General Information

Unit convenor and teaching staff

Convenor/Lecturer

Mary Mainsbridge

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Contact via (02) 9850 2116

10HA 165E

Email for appointment

Credit points

3

Prerequisites

39cp at 100 level or above including 3cp in MUS units at 300 level

Corequisites

Co-badged status

Unit description

This unit enables students to consolidate their musical learning through research, individual artistry, production and/or advanced performance. Collaborative projects will focus on musical creativities, performance and production. In addition, individual projects will be student initiated and project proposals will be followed with faculty consultations. The unit will conclude with a showcase of individual projects and/or performances. A written report on the process and realisation of the individual project will be submitted at the conclusion of the unit. Students will also be required to submit an integrative portfolio of their key achievements in music studies and documentation in relation to career aspirations.

## 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:

Collaborate musically

Communicate interpersonally within an ensemble

Create and perform a musical performance/project

Communicate in a musical context

Research, develop and document musical creativity  
Apply and integrate musical understanding  
Demonstrate individuality

## General Assessment Information

In addition to citing set readings, the written tasks (proposal, critical analysis and reflection) should include at least 2 additional scholarly references (e.g. journal article; book chapter) relevant to the aims of the assessment task.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Proposal</u></a>	15%	No	26 August 2019 (Week 5)
<a href="#"><u>Creativity and Collaboration</u></a>	35%	No	7 October 2019 (Week 9)
<a href="#"><u>Creative Project</u></a>	50%	No	Week 13; 4 & 5 November 2019

### Proposal

Due: **26 August 2019 (Week 5)**

Weighting: **15%**

This assessment requires students to critically analyse their musical learning and goals. Students are to submit a proposal (maximum of 1000 words) for the creative project (e.g., performance of new work; recording of original musical work). Please note that all creative projects must be NEW projects for MUS306. They are not to include existing band performances or structures, recordings already underway or be reliant upon other musicians to bring to fruition. Where the project involves some form of collaboration, a breakdown of roles and tasks, together with a credit list is required. Proposals need to include the aim of the performance/project, the scope of the performance/project, the people involved and their roles, a proposed budget, technical requirements and staging plan. The proposal should be referenced in-text and include a reference list in APA style. It is to be submitted via Turnitin by 5:00PM on the due date.

Assessment criteria:

- Plan and preparation
- Effective communication of ideas
- Writing style, structure of proposal and referencing
- Musical creativity
- Musical concepts
- Individuality (not replication)

On successful completion you will be able to:

- Create and perform a musical performance/project
- Communicate in a musical context
- Research, develop and document musical creativity
- Apply and integrate musical understanding
- Demonstrate individuality

## Creativity and Collaboration

Due: **7 October 2019 (Week 9)**

Weighting: **35%**

This assessment entails musical creativity, collaboration and an ensemble performance in which each student contributes an individual musical section to the group's piece. Each segment is to be no less than 1 minute. Each student is required to 1) write lyrics and construct a melody for their section, 2) engage in recording their individual segment, 3) engage in devising group harmony/percussion/accompaniment for their segment within a group ensemble and 4) critically analyse the creative process, individual contribution and project realisation. Production students may integrate created segments within the ensemble. All production segments will also need to include lyrics and melody. All students in the group should collaborate in the creation of any bridging sections or choruses that may be used to transition between individual segments.

An iLearn forum will be set up for each group for ALL ensemble communication so as to effectively track the collaboration component.

Students will be assessed individually on their respective contributions including creating, recording, performing (25% weighting) and critical analysis (10% weighting). Students should actively participate, as a component of their mark will reflect this. Students are to submit an audio recording of the group work and written analysis (due Monday Week 9 - 7/10/19). Analysis methods/requirements will be explained during the Week 4 Lecture. The critical analysis must be written using academic protocols such as referencing (in-text and reference list in APA style) and structure. A maximum word limit of 750 words applies including the reference list. The analysis is to be submitted via Turnitin by 5:00PM on the same date as the group performance (7/10/19).

Assessment criteria:

- Musical collaboration
- Communicating within an ensemble
- Musical creativity
- Performance craft
- Communicating musically
- Musical understanding
- Critical analysis
- Writing style and referencing

On successful completion you will be able to:

- Collaborate musically
- Communicate interpersonally within an ensemble
- Create and perform a musical performance/project
- Communicate in a musical context
- Research, develop and document musical creativity
- Apply and integrate musical understanding
- Demonstrate individuality

## Creative Project

Due: **Week 13; 4 & 5 November 2019**

Weighting: **50%**

This project entails a performance or project to be presented in a showcase format (30% weighting). Students will be assessed on their creativity and individuality with a maximum showcase time of 15 minutes (including set-up). Please note that all creative projects must be NEW projects for MUS306. They are not to include existing band performances or structures, recordings already underway or reliant upon other musicians to bring to fruition. Where the project has involved some form of collaboration, a breakdown of roles and tasks, together with a credit list is required.

Students are also required to submit a 1500-word written reflection (20% weighting) on the process and outcomes of the work in relation to project aims, career aspirations and musical goals. It is to include a credit list and a break down of roles where appropriate. This reflection will be accompanied by a list of past works, artist statement and supporting audio-visual material such as photos, audio or videos documenting prior musical learning and/or creative projects that have assisted or underpinned the work's development and realisation. The reflection must be written using academic protocols such as referencing (in-text and reference list in APA style). The critical evaluation is to be submitted via Turnitin by 5:00PM on the same date as the showcase (4/11 or 5/11).

Assessment criteria:

- Effective collaboration
- Performance or presentation structure, preparation and reflection
- Communication in a musical context (including creative concepts and spoken elements)
- Integrate musical understanding
- Individuality (not replication)
- Critical evaluation and reflection
- Academic writing and referencing

On successful completion you will be able to:

- Collaborate musically
- Create and perform a musical performance/project
- Communicate in a musical context
- Research, develop and document musical creativity
- Apply and integrate musical understanding
- Demonstrate individuality

## Delivery and Resources

MUS 306 LECTURE	10:00	Monday	10HA 187 Drama Studio
MUS 306 Tutorials: 11:00 Mondays; 10HA 187			

Both lecture and tutorial attendance is a requirement. Tutorials begin in Week 2. As some lectures involve practical activities, attendance at lectures and tutorials will be recorded weekly. Students missing lectures or tutorials without submitting an application for Special Consideration will automatically have marks deducted from their musical collaboration mark.

### Late Submissions

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 Guidelines

1. Students are expected to undertake independent research relating their findings in their written assessments and in their performances. Appropriate referencing in APA style, including in-text referencing, must be adhered to.
2. All performance assessments must be from memory – no reading of lyrics or music is permitted. If performing in a language other than English (an option for one style only), a translation of all lyrics is required. Students will need to supply their own musical accompaniment, including rehearsal tracks. It is the responsibility of students to ensure that rehearsal/performance tracks do not breach copyright legislation (obtained legally; not pirated copies or illegal downloads) or have the melody or vocal line heard within the

track. Please ensure that all backing tracks are supplied on a USB memory stick for performance assessments.

3. Informal and formal feedback in this unit is provided in several ways. Interactive lectures and exercises provide opportunities to test critical thinking and listening skill development; tutor and peer comments in tutorials are other ways of receiving informal feedback throughout the session. Formal feedback is disseminated for all assessment tasks.
4. Examples of relevant and related assessment tasks will be discussed in tutorials.
5. A marking rubric for each assessment is available on iLearn. Students are expected to read the rubric before working on the assignment.

Students are expected to undertake independent research relating their findings in their written assessments and in their creative project.

Students are required to use technologies appropriate to the projects; production students are required to use their own programs and laptops. A PA system, projector and lighting system will be supplied for the final creative project showcase.

### **Required readings:**

Week 1: Baym, N. K. 2010. 'Rethinking the Music Industry.' *Popular Communication: The International Journal of Media and Culture*. 8/3: 177-180.

Week 2: Australia Council for the Arts 2015, *Arts Nation: An Overview of Australian Arts*, 2015 Edition, Sydney, Australia. Available at: <http://www.australiacouncil.gov.au/workspace/uploads/files/arts-nation-october-2015-5638269193891.pdf>

Hughes, D. Evans, M., Morrow, G. & Keith, S. 2016. 'Standing out in the crowd.' *The New Music Industries: Disruption and Discovery*, 37-62. London: Palgrave Macmillan.

Week 3: Burnard, Pamela. 2012. 'A framework for understanding musical creativities.' In *Musical Creativities in Practice*, 213-236. Oxford: Oxford University Press.

Week 4: Lopez-Gonzalez, M., & Limb, C. 2012. 'Musical Creativity and the Brain', *Cerebrum*. 2012 Jan-Feb; 2012: 2. Published online 2012 Feb 22. Available at: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3574774/>

Week 5: Candy, L. 2006. Published online November 2006. 'Practice-based research: A guide' Available at: <http://www.creativityandcognition.com/resources/PBR%20Guide-1.1-2006.pdf>

Week 6: Brown, J. 2012. 'Examining Creativity in Collaborative Performance: Constraint and Freedom.' *TEXT.: Australasian Association of Writing Programs 2012*. 16: 1-16. Available at: <http://acquire.cqu.edu.au:8080/vital/access/manager/Repository/cqu:8881>

Week 7: Huber, D. and Runstein, R. 2014. *Modern Recording Techniques*. Oxford: Taylor and

Francis.

The written tasks (proposal, analysis and critical evaluation) should include at least 2 **additional** scholarly references (e.g. journal article; book chapter) relevant to the aims of the assessment task.

## Unit Schedule

Weekly readings will be available through the library databases and suggested readings for further research will be discussed in lectures. Full readings lists will be available on iLearn.

Week 1	Unit introduction and the new music industries
Week 2	Project proposal type and structure; Music copyright
Week 3	Musical creativity 1
Week 4	Musical creativity 2
Week 5	Documenting creativity and practice-based research in the arts
Week 6	Musical collaboration: theories and processes
Week 7	Recording procedures; Recording sessions
Week 8	Public Holiday
Week 9	Musical collaboration (performance)
Week 10	Integrating/analysing musical learning and artist traits



Week 11	Consolidating 'individuality'
Week 12	Effective musical communication
Week 13	Creative Project – Showcase and Critical Evaluation

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

- Collaborate musically
- Communicate interpersonally within an ensemble
- Create and perform a musical performance/project
- Communicate in a musical context
- Research, develop and document musical creativity
- Apply and integrate musical understanding
- Demonstrate individuality

### **Assessment tasks**

- Proposal
- Creativity and Collaboration
- 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 outcomes**

- Collaborate musically
- Communicate interpersonally within an ensemble
- Create and perform a musical performance/project
- Communicate in a musical context
- Research, develop and document musical creativity
- Apply and integrate musical understanding
- Demonstrate individuality

### **Assessment tasks**

- Proposal
- Creativity and Collaboration
- 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

- Collaborate musically
- Communicate interpersonally within an ensemble
- Create and perform a musical performance/project
- Communicate in a musical context
- Research, develop and document musical creativity
- Apply and integrate musical understanding
- Demonstrate individuality

### Assessment tasks

- Proposal
- Creativity and Collaboration
- 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

- Collaborate musically
- Communicate interpersonally within an ensemble
- Create and perform a musical performance/project
- Communicate in a musical context
- Research, develop and document musical creativity
- Apply and integrate musical understanding

- Demonstrate individuality

## **Assessment tasks**

- Proposal
- Creativity and Collaboration
- 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**

- Collaborate musically
- Communicate interpersonally within an ensemble
- Create and perform a musical performance/project
- Communicate in a musical context
- Research, develop and document musical creativity
- Apply and integrate musical understanding
- Demonstrate individuality

## **Assessment tasks**

- Proposal
- Creativity and Collaboration
- 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**

- Collaborate musically
- Communicate interpersonally within an ensemble

- Create and perform a musical performance/project
- Communicate in a musical context
- Research, develop and document musical creativity
- Apply and integrate musical understanding
- Demonstrate individuality

## **Assessment tasks**

- Proposal
- Creativity and Collaboration
- 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**

- Collaborate musically
- Communicate interpersonally within an ensemble
- Create and perform a musical performance/project
- Communicate in a musical context
- Research, develop and document musical creativity
- Apply and integrate musical understanding
- Demonstrate individuality

## **Assessment tasks**

- Proposal
- Creativity and Collaboration
- Creative Project

## **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 outcomes**

- Collaborate musically
- Communicate interpersonally within an ensemble
- Create and perform a musical performance/project
- Communicate in a musical context
- Research, develop and document musical creativity
- Apply and integrate musical understanding
- Demonstrate individuality

### **Assessment tasks**

- Creativity and Collaboration
- Creative Project

## **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 outcomes**

- Collaborate musically
- Communicate interpersonally within an ensemble
- Create and perform a musical performance/project
- Communicate in a musical context
- Research, develop and document musical creativity
- Apply and integrate musical understanding
- Demonstrate individuality

### **Assessment tasks**

- Creativity and Collaboration
- Creative Project