MUSC3804

Educating the Musical Novice

Term Three // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Kim Burwell	k.burwell@unsw.edu.au	Please email for an appointment.		

School Contact Information

School of the Arts and Media

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

Course Details

Credit Points 6

Summary of the Course

Educating the Musical Novice is designed for advanced musical performers who are learning to teach specialist instrumental or vocal skills to beginners. You will draw selectively and critically on your own studio traditions, with the benefit of the objective stance developed in the gateway course *Music studio teaching* and *Becoming a performer*. They will be further supported by research and theoretical knowledge related to children's learning and music education.

Course Learning Outcomes

1. Identify and demonstrate teaching and learning strategies appropriate for novice musicians, at various stages of development;
2. Recognise and critically assess a variety of approaches to the teaching and learning of music, in the context of children's education;
3. Gather and evaluate current research into music education through the use of published journals and through the internet

Teaching Strategies

Lectures will introduce issues of particular relevance to the education of musical novices, including formal and group-based methodologies, developmental theories of childhood and musical literacy, and curriculum design and delivery.

In workshops students will be introduced to the application of formal methodologies such as Dalcroze, Kodaly and Orff, and learn to devise materials and activities suitable for beginners of various ages. They will also make comparative critiques of published tutoring materials and the standard syllabus for instrumental and vocal examinations in Australia. Close reference will be made to recent research and topical debates focused on these areas.

Assessment

A formal brief for each assessment task will be given on moodle.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Critique of published tutor books	30%	06/10/2020 11:59 PM	2,3
Beginner's tutor book	35%	27/10/2020 11:59 PM	1,2
Essay	35%	20/11/2020 11:59 PM	2,3

Assessment Details

Assessment 1: Critique of published tutor books

Start date:

Details:

1000-words

30-percent

Critique of published tutor books

Feedback provided via LMS

Assessment 2: Beginner's tutor book

Start date:

Details:

As appropriate, the beginner's tutor book may include music, exercises, diagrams, illustrations, and charts.

35-percent

Feedback provided via LMS

Assessment 3: Essay

Start date:

Details:

2000-words

35-percent

Related to developmentally appropriate music education

Feedback provided via LMS

This is the final assessment

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 14 September - 18 September	Topic	Introduction. Theories of childhood
	Topic	Healthy approaches to practice
Week 2: 21 September - 25 September	Online Activity	0900-1300 Critiquing tutor books
Week 3: 28 September - 2 October	Topic	Child development
	Topic	Children's approaches to practice
Week 4: 5 October - 9 October	Topic	Writing music for children
	Online Activity	Workshop in writing for music for children
Week 5: 12 October - 16 October	Topic	Literacy
	Online Activity	Workshop in writing for children
Week 7: 26 October - 30 October	Topic	Affect
	Topic	Children who drop out
Week 8: 2 November - 6 November	Topic	Formal methodologies
	Topic	Performance and assessment
Week 9: 9 November - 13 November	Intensive	Individual tutorials in support of the essay
Week 10: 16 November - 20 November	Topic	Private teaching as a profession
	Online Activity	Drop-in essay support

Resources

Prescribed Resources

The course text is Burwell, K (2012) *Studio-based instrumental learning*. Farnham: Ashgate

Recommended Resources

Library sources will be managed through the Leganto system on the course moodle site.

Course Evaluation and Development

Formal evaluations will be sought at the end of semester, and informal feedback and questions will be welcome at any time.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.