

Unit outline for HSM101.5 Foundations of Performance

Name of unit
HSM1015 Foundations of Performance

Unit description
In this unit, students will discover the elements of musical performance: from genres of music, personal expression, and instrument technique, through to performance skills and ensemble performance teamwork. Students will explore their music performance skills on their chosen instrument, and may focus on one particular genre or style of music, or multiple styles. Students will collaborate with tutors and/or accompanists to develop their performance skills. Vocal development through chorale ensembles, and small instrumental ensembles, allows students to work together in a collaborative music making setting, suitable for community music performances. Along with individual instrumental lessons, the Music Performance class is supported by master-classes, whereby students will showcase their work and receive class critique to support the performer's success. Students will prepare and develop their skills as performers, both individually and in small ensembles, by preparing performances for community and in-service events.

SECTION 1 – GENERAL INFORMATION (CORE)

Administrative details

Associated higher education awards (for example, Bachelor, Diploma)	Duration (for example, one semester, full year)	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit coordinator
Bachelor of Music	One semester	Introduction	Approved Adjunct Lecturer

Core or elective unit

Indicate if the unit is a:

- core unit
- elective unit
- other (please specify below):

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Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points Example: 10 credit points	Total course credit points Example: 320 credit points
0.125 EFTSL, 6 cps	144 cps

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week (1)	No. personal rehearsal hours per week (2)	Total workload hours per week (3)
3.5 hrs/week	5.5 hrs/week	9 hrs/week (16 weeks)

(1) Total time spent per week at lectures, tutorials, clinical and other placements, etc.

(2) Total time students are expected to spend per week in studying, completing assignments, etc.

(3) Sum of (1) and (2) equals workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Prerequisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

Yes No

SECTION 2 – ACADEMIC DETAILS (CORE)

Learning outcomes for the unit
On successful completion of this unit students will be able to:
1. Perform as a soloist, and as an ensemble member with confidence
2. Organise contrasting repertoire to perform
3. Interpret music stylistically according to the genre and composer intentions
4. Critically analyse repertoire

Topics included in the unit
1. Expression and stage presence
2. Instrumental/vocal techniques
3. Performance anxiety
4. Ensemble skills
5. Musical Analysis

Assessment tasks			
Type (1) (see examples noted below this table)	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)	Cross reference to learning outcomes
Solo Performance Solo performance of 8-10 minutes to an audience, demonstrating instrumental technique and performance skills.	Year 1 Semester 1 Week 13.	35%	1, 2, 3
Ensemble Performance Ensemble performance of 8-10 minutes to an audience, demonstrating musical blending and ensemble musicianship.	Year 1 Semester 1 Week 10	25%	1, 2, 3
Repertoire Analysis Write 800-1000 words analysing performance repertoire using the 'Six Points of Musical Style'.	Year 1 Semester 1 Week 14	25%	1
Co-curricular Tabor music ensemble Engagement in at least one co-curricular music ensemble. Assessment includes, rehearsal organisation, preparation and practice, team work, engagement in public performances, and 80% attendance in a Tabor co-curricular music ensemble.	Year 1 Semester 1 Ongoing throughout	15%	4

(1) Examples of types of assessment tasks include: assignments; examinations; group projects; online quizzes/tests; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment and any specific formats.

2.1 Prescribed and recommended reading

Provide below, in formal reference format, a list of the prescribed and recommended reading for the unit.

Cook, N. (2013). *Beyond the score: Music as performance*: Oxford University Press.

Dayme, M. (2005). *The performer's voice: realizing your vocal potential*: WW Norton.

Miller, R. (1996). *On the art of singing*: Oxford University Press, USA.

Murphy, P. (2016). *The Musician's Guide to Aural Skills: Sight-Singing*.

Westney, W. (2003). *Perfect Wrong Note – Learning to Trust Your Musical Self*. Pompton Plains, NJ: Amadeus Press

Williams, A. (2004). *Musical Excellence: Strategies and Techniques to Enhance Performance*. Oxford: Oxford University Press