

## Unit outline for HSM114.7 Instrumental Studies and Pedagogy

<b>Name of unit</b>
HSM114.7 Instrumental Studies and Pedagogy

<b>Unit description</b>
<p>In this unit, students will expand the practical application of their current skills and musical knowledge to encompass a range of instruments in preparation for a variety of music industry environments. They will have the opportunity to learn a second instrument to support their overall music development. Basic skills in keyboard, drum kit and guitar as well as voice physiology will be covered. Physically learning additional instruments allows for greater depth of understanding of the unique characteristics of each musical instrument. A study of the woodwind, brass, strings and percussion sections of the orchestra will be included within this unit to complete holistic understanding of musical instruments. A portfolio of techniques for instruments learnt will be compiled by students while preparation for instrumental teachers' registration will be organised to create future work opportunities.</p> <p>The administrative work connecting students to their formal registration as music teachers will be undertaken in this unit.</p>

### 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	Advanced	Approved Adjunct Lecturer

#### Core or elective unit

Indicate if the unit is a:

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

## 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 study hours per week (2)	Total workload hours per week (3)
3 hrs/week	6 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

## Other resource requirements

Do students require access to specialist facilities and/or equipment for this unit (for example, special computer access, physical education equipment)?

Yes  No

If **YES**, provide details of specialist facilities and/or equipment below.

Additional instruments will be supplied as required.

## SECTION 2 – ACADEMIC DETAILS (CORE)

<b>Learning outcomes for the unit</b> On successful completion of this unit students will be able to:
1. Demonstrate a basic ability to play a range of woodwind brass, percussion or string instruments
2. Articulate the different capabilities, timbres, and techniques for beginner players
3. Arrange and conduct music for beginner ensembles
4. Organise music teaching resources and lesson plans with written clarity.

<b>Topics included in the unit</b>
1. Voice physiology
2. Woodwind, Brass
3. Percussion, Strings
4. Rhythm section
5. Instrumental teaching

<b>Assessment tasks</b>			
<b>Type (1)</b> (see examples noted below this table)	<b>When assessed – year, session and week</b> (for example, year 1, semester 1, week 1)	<b>Weighting</b> (% of total marks for unit)	<b>Cross reference to learning outcomes</b>
<b>Practical demonstration</b> Practical demonstration of a basic ability on a range of wind, brass, percussion and string instruments (1 minute each), in solo, and ensemble settings (2 minutes). Include journal entries reflecting on the process.	Year2 Semester 1 Ongoing throughout the semester	20%	1, 4
<b>Arrange and conduct a beginner ensemble</b> Arrange a popular tune for the class ensemble. Take the class rehearsal and conduct the ensemble. 2 minute arrangement, 2 rehearsals of 15 minutes, 1 minute demonstration of conducting skills.	Year 2 Semester 1 Week 9	30%	2, 3
<b>Instrumental teaching folio</b> Students will compile the relevant paperwork, training, resume, cover letter, clearances and sample lesson plans for application of the Instrumental Teachers Registration.	Year 2 Semester 1 Week 13	20%	4

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
<b>Music technique folder</b> Compile a folder (e or hard copy) with notes, resources, fingering charts, repertoire, duets, sheet music and scaffolds for teaching beginners in wind, brass, percussion, voice and strings. One binder folder (or electronic equivalent).	Year 2 Semester 1 Week 10	30%	2, 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.

- Agrell, J. (2008). *Improvisation games for classical musicians: A collection of musical games with suggestions for use*. Chicago: GIA Publications
- Brockmann, N. (2009). *From sight to sound: Improvisational games for classical musicians*. Bloomington: Indiana University Press
- Campbell, M., Greated, C. A., & Myers, A. (2004). *Musical instruments: History, technology, and performance of instruments of western music*: Oxford University Press.
- Colwell, R., Hewitt, M., & Fonder, M. (2017). *The Teaching of Instrumental Music*. (5<sup>th</sup> ed.): Routledge
- Cook, N. (2013). *Beyond the score: Music as performance*: Oxford University Press.
- De Souza, J. (2017). *Music at Hand: Instruments, Bodies, and Cognition*: Oxford University Press.
- Hammel, A., Hickox, R., & Hourigan, R. (Eds.). *Winding It Back: Teaching to Individual Differences in Music Classroom and Ensemble Settings*.: Oxford University Press.
- Lisk, E. (2007). *The creative director: conductor, teacher, leader*. Gladesville, MD: Meredith Music Publications.
- Miller, R. (1996). *On the art of singing*. USA: Oxford University Press.
- Music Education Research*: Taylor & Francis - Journal
- Pearson, B. (2004). *Standard of excellence: comprehensive band method (2<sup>nd</sup> ed.)*. San Diego, Calif.: Neil A. Kjos Music
- Raykoff, I. (2014). *Dreams of Love: Playing the Romantic Pianist*: Oxford University Press.

Watkins, Cornelia and Scott, Laurie. *From the Stage to the Studio: How Fine Musicians Become Great Teachers* (New York, 2012; pubd online May. 2015): Oxford Scholarship Online,  
<http://dx.doi.org/10.1093/acprof:osobl/9780199740529.001.0001>