

Unit outline for HSM 203.7

Name of unit
HSM2037 Performance Skills for the Music Industry

Unit description
<p>In this unit, students will expand their musical knowledge and performance skills through further application and development of musical repertoire and technique. Critical reflection of themselves, peers and professionals as performers will strengthen their musical awareness. Students will further develop their understanding of rehearsal etiquette, contrasting repertoire, working collaboratively in ensemble settings, and gain confidence as a solo performer.</p> <p>In preparation for a career in musical performance or working in the performance industry, students will further their technical and musical progress through goal setting, responding to technical challenges, and adapting their skills for diverse musical settings.</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	Intermediate	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)
3.5 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

If **YES**, provide details of the prerequisite or co-requisite requirements below.

HSM2025 Principal Instrument Study - prerequisite.

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.

Students are to supply their own instruments where applicable. Thirty minutes of instrument tuition will be provided to each student per week.

SECTION 2 – ACADEMIC DETAILS (CORE)

Learning outcomes for the unit On successful completion of this unit students will be able to:
1. Perform high level solo repertoire with artistic communication
2. Perform music which demonstrates technical advancement in a variety of styles
3. Display flexibility and adaptable music performance skills to suit a range of community needs
4. Demonstrate excellent organization, goal setting, and discernment within ensemble performance settings

Topics included in the unit
1. Advancing in your instrument/voice
2. Rehearsal etiquette
3. Self-directed learning in performance
4. Performing in a range of contexts
5. Setting achievable goals to advance performance skills

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 12 - 14 minutes to an audience, demonstrating a high level of instrumental techniques, advanced repertoire, and aesthetic understanding.	Year 2 Semester 1 Week 13.	35%	1, 2, 3
Ensemble Performance <ol style="list-style-type: none"> i. Ensemble performance of 8 - 10 minutes to an audience, demonstrating technical musical challenges and ensemble musicianship. ii. A 400-word reflection on ensemble progress, team work, and overcoming challenges 	Year 2 Semester 1 Week 10	25%	2, 3, 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
Goal Setting Develop a folio that identifies performance goals for the Semester, how you developed these goals, a time line of how you will achieve the goals, evidence of practice (ie Charts), and reflections of the process. Folio of 1200 words or multi-modal equivalent.	Year 2 Semester 1 Week 14	25%	3, 4
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 2 Semester 1 Ongoing throughout	15%	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.

Clayton, M., Dueck, B., & Leante, L. (Eds.). (2013). *Experience and meaning in music performance*: Oxford University Press.

DeVeaux, S. K., & Giddins, G. (2011). *Jazz: Essential Listening*: WW Norton.

Karpinski, G. S. (2007). *Manual for ear training and sight singing*: Norton.

Rutter, P. (2016). *The music industry handbook*: Routledge.

Timmons, J. (2013). *The musician's journey: Crafting your career vision and plan*: Oxford University Press.

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