

## Unit outline for HSM204.7 Performance in Practice

<b>Name of unit</b>
HSM2047 Performance in Practice

<b>Unit description</b>
In this unit, students will exhibit an advanced level of musical performance, demonstrating the ability to progress technically, musically, and aurally as a performer. They will explore the articulation of personal skills, musical ability, and key musical attributes in musical performance. Self-reflection, critical reflection of live and recorded performances, and an enhanced music vocabulary as a performer will be developed. Developing further skills in ensemble engagement, contrasting solo performance repertoire, technical awareness, and public performance skills are central concepts covered. Students will learn to reflect upon themselves and others as performers in order to improve their own and others' performances. As evident in their public performances, students will demonstrate the capacity to overcome challenges and exhibit the motivation required for achieving further refinement as a performer.

### 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.

HSM2037 Performance Skills for the Music Industry - 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
<b>On successful completion of this unit students will be able to:</b>
1. Perform music in a range of styles, based on an in-depth understanding of the genre specific techniques, composer intentioned and stylistic nuances.
2. Self-reflect on performance through audio and/or visual recordings.
3. Demonstrate leadership and initiative in ensuring the success of public performances
4. Refine musical performance using aural skills, musicianship and creative approaches

Topics included in the unit
1. Refining the performance
2. Music vocabulary
3. Audio and visual recording of performances
4. Leadership in music
5. Developing the holistic musician

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>Solo Performance</b> Solo performance of 14 - 16 minutes to an audience, demonstrating an advanced level of musicality with contrasting repertoire.	Year 2 Semester 2 Week 13.	35%	1, 3
<b>Ensemble Performance</b> i. Ensemble performance of 10 - 12 minutes to an audience, demonstrating leadership, advanced musical repertoire and ensemble musicianship. ii. A 400 word, or multi-modal equivalent, folio of music vocabulary with examples.	Year 2 Semester 2 Week 10	25%	1, 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
<b>Video or audio recording analysis</b> Analyse your performance through video or audio media, using relevant scholarship to support your analysis. 1500 words, or multi-modal equivalent.	Year 2 Semester 2 Week 14	25%	1, 2
<b>Co-curricular Tabor music ensemble</b> 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 2 Ongoing throughout	15%	3, 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.
- Grant, R. M. (2014). *Beating Time and Measuring Music in the Early Modern Era*: Oxford University Press.
- 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