

## Unit outline for HSM205.7 Mastering the Art of Performance

<b>Name of unit</b>
HSM2057 Mastering the Art of Performance

<b>Unit description</b>
In this subject, students will be able to demonstrate leadership, musical conviction and be in command of the technical demands of a solo and ensemble performer. They will gain, through regular performance opportunity, the ability to perform for extended periods of time and display contrasting repertoire at an advanced level. Ensemble leadership and a high level of organisation skills is central at this level. The role of communication with self, audience, and the music, will be explored. Students will engage in audio recording their own playing and reflecting on their works. Students will establish an e-portfolio to prepare them for their future career paths as a performer. The e-portfolio will allow students to showcase the high level of organisational skills, presentation skills, leadership, commitment, and technical capacity required for music performance careers.

### 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).

<b>Unit credit points</b> Example: 10 credit points	<b>Total course credit points</b> Example: 320 credit points
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0.125 EFTSL, 6 cps	144cps
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### 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.

HSM2047 Performance in Practice - 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 for extended periods of time with mastery.
2. Collaborate with musicians to present and lead performances.
3. Communicate musically, artistically and professionally in performance settings.
4. Demonstrate musical knowledge, achievements, and career-ready skills in written, verbal and interactive forms.

Topics included in the unit
1. Pedagogical strategies for musical success
2. Music performance literature
3. Succeeding as a performer
4. The role of communication
5. Advanced performance techniques

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 16 - 18 minutes to an audience, demonstrating an advanced level of musical contrasting repertoire, and musical endurance.	Year 3 Semester 1 Week 13.	35%	1, 3
<b>Ensemble Performance</b> i. Ensemble performance of 8 - 10 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 3 Semester 1 Week 10	25%	2, 3, 4
<b>E-Portfolio</b> Online resume with audio and/or visual examples of performances, list of repertoire, sample works or musical analysis, and musical achievements. 2000 words, or multi-modal equivalent.	Year 3 Semester 1 Week 14	25%	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>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 3 Semester 1 Ongoing throughout	15%	2

(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.

- Bennett, D. (2008). *Understanding the classical music profession: the past, the present and strategies for the future*: Ashgate
- Berkowitz, A. (2010). *The Improvising Mind: Cognition and Creativity in the Musical Moment*: Oxford University Press
- Cook, N. (2013). *Beyond the score: Music as performance*: Oxford University Press.
- Kenny, D. (2011). *The Psychology of Music Performance Anxiety*: Oxford University Press.
- Ross, A. (2007). *The Rest is Noise: Listening to the Twentieth Century*. New York: Farrar, Straus and Giroux
- Schenker, H. (2000). *The art of performance*: Oxford University Press.
- Williamon, A. (Ed.), *Musical Excellence: Strategies and Techniques to Enhance Performance*: Oxford University Press