

## Unit outline for HSM206.7 Professional Performance Studies

Name of unit
HM2067 Professional Performance Studies

Unit description
In this unit, students will refine their performance skills, demonstrating the ability to play contrasting and challenging repertoire for extended periods of time, and an advanced level of musical leadership and musicianship skills. Students will examine the musical refinement, audience communication, aural awareness, and musicianship skills required of performers. The ability to plan and organise music recitals and public performances at a high level will be demonstrated through organising their own final recital. They will demonstrate their ability to identify flaws and challenges in music performance and be able to self-reflect and improve the performances of themselves and others. The role of genres, musical styles and interpretation will be explored through their own music. A high level of musical leadership in a range of large and small ensembles in diverse musical genres or styles, will be exhibited.

### 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
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.

HM2057 Mastering the Art of Performance - 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. Demonstrate advanced performance skills including sight-reading and adapting performance scores at sight.
2. Exhibit a range of musical techniques and musicianship within performance.
3. Perform a wide range repertoire in various styles or genres.
4. Demonstrate musical leadership and confidence at music recitals and public performances.

Topics included in the unit
1. The art of sight-reading or improvisation
2. Being a professional performer
3. Organising public performances
4. Creative expression and communication in public performances
5. Musical leadership and artistic direction

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 20 - 30 minutes to an audience in the form a public recital, demonstrating an advanced level of musical contrasting repertoire, and musical endurance.	Year 3 Semester 2 Week 13.	35%	1, 2, 3, 4
<b>Ensemble Performance</b> <ol style="list-style-type: none"> <li>i. Ensemble performance of 10 - 12 minutes to an audience, demonstrating leadership, advanced musical repertoire and ensemble musicianship.</li> <li>ii. Sight-reading/improvisation and technique assessment of 10 minutes, demonstrating advanced techniques.</li> </ol>	Year 3 Semester 2 Week 10	25%	1, 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
<b>Musical recital preparation and planning</b> Plan a recital or music concert including organizing the venue, insurance, program, score and composer dialogue, score analysis and clarity of articulation.	Year 3 Semester 2 Week 14	25%	4
<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 2 Ongoing throughout	15%	1, 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.
- Schenker, H. (2000). *The art of performance*: Oxford University Press.
- Williamon, A. (Ed.), *Musical Excellence: Strategies and Techniques to Enhance Performance*: Oxford University Press