

Unit outline for HSM223.7 Advanced Theoretical Concepts in Music Practice

Name of unit
HSM2237 Advanced Theoretical Concepts in Music Practice

Unit description
<p>In this unit, students will develop more highly refined aural and theory skills through exploration of techniques used by musicians from specific genres and eras.</p> <p>Students will learn and practice voice-leading and counterpoint along with harmonic devices. Precise techniques such as slash chords and figured bass as well as some 20th Century techniques and functional patterns will be explored. Aural skills will be further refined and enhanced through detailed practice. The practices of musicians and their published or presented works will be identified, examined and utilised.</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	144cps
--------------------	--------

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

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

HSM2227 Harmony and Analysis - 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.

A computer area is available for student use, equipped with Sibelius music notation and composition software and keyboards, and wireless mixing deck.

SECTION 2 – ACADEMIC DETAILS (CORE)

Learning outcomes for the unit On successful completion of this unit students will be able to:
1. Demonstrate advanced knowledge of jazz, contemporary and traditional theory.
2. Aurally identify and transcribe different form of musics.
3. Analyse music with chord extensions, chromatic harmony and secondary functions.
4. Compose and arrange music for different ensemble groupings and musical styles.

Topics included in the unit
1. Chromaticism
2. Secondary Functions
3. Chord Extensions
4. Instrumentation
5. Advanced harmonisation

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
Quizzes Four quizzes at 10% each, covering aural, theory, harmony and score analysis	Year 2 Semester 2 Weeks 3, 5, 7,9	40%	1, 2, 3
Music Portfolio Ten different portfolio tasks that demonstrate an understanding of in class activities, such as worksheets, score analysis, harmonisations, short compositions and short arrangements.	Year 2 Semester 2 Week 13	30%	1, 2, 3, 4
Arrangement or Composition Utilising skills from class, arrange a song in a completely different style/genre of music, or compose a song using skills from class. Minimum of 32 bars, at least 3 instruments, and a 400-word analysis.	Year 2 Semester 2 Week 10	30%	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.

Benjamin, Horvit & Nelson (2015). *Techniques and Materials of Music: From the Common Practice Period through the Twentieth Century*. Baxter Publishing, USA.

Cohn, R. (2012). *Audacious Euphony: Chromatic Harmony and the Triad's Second Nature*: OUP USA.

Kostka, S. (2016). *Materials and Techniques of Post Tonal Music*: Routledge.

Lerdahl, F. (2004). *Tonal pitch space*: Oxford University Press.

Pearsall, E. (2012). *Twentieth-century music theory and practice*: Routledge.

Sarath, E. (2013). *Music theory through improvisation: A new approach to musicianship training*: Routledge.

Straus, J. N. (2016). *Introduction to post-tonal theory*: WW Norton & Company.

Turek, R., & McCarthy, D. (2014). *Theory for Today's Musician*, (eBook): Routledge.