

MUSC2703

Performance Laboratory B

Term 3, 2021



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Sonya Lifschitz	s.lifschitz@unsw.edu.au	by appointment	online	

Lecturers

Name	Email	Availability	Location	Phone
Lamorna Nightingale	l.nightingale@unsw.edu.au	by appointment	online	

School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 4

Summary of the Course

Subject Area: *Music Performance, Music Ensemble*

In this practical course you will extend your advanced instrumental, vocal or composition skills with one-to-one support from a specialist tutor, and contextualise the application of those skills through participation in workshops, masterclasses and ensembles. These components will combine to enhance your specialist strengths and interests, which in turn will inform your work in the specialist majors of the BMus. Milestones for the course are informed musicianship, for both performers and composers, and effective practice, as the basis of goal-oriented, strategic and autonomous music-making.

Note: This is a 12 UOC course. You will enrol in 4 UOC in each of three successive terms with a result reported by a single grade at the end of the third 4 UOC course.

Course Learning Outcomes

1. Formulate artistic objectives under the guidance of a teacher, demonstrating increasing technical skill in performance or composition
2. Apply the principles of effective personal practice
3. Identify relationships among contextual issues informing performance practice
4. Apply principles of teamwork to music ensemble

Teaching Strategies

Students undertake one-on-one consultations with specialist tutors [8 x 1 hour each trimester], attend workshops [9 x 1.5 hours each trimester], attend masterclasses led by visiting experts [choosing 4 x 2 hours from nine masterclasses across the year], and participate in directed ensembles, choosing from a wide range of musical styles and cultures and participating in a final performance in each trimester [9 x 2 hours rehearsals in each trimester].

Note: This is a 12 UOC course. You will enrol in 4 UOC in each of three successive terms with a result reported by a single grade at the end of the third 4 UOC course.

Assessment

Further information about the assessment tasks will be given in class or online in week 1.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Ensemble contribution, performances, part checking test	20%	Not Applicable	4
2. Masterclass critiques	15%	This assesment task will be submitted towardsd the end of term, exact due date TBC	3
3. Performance/presentation	35%	Not Applicable	1, 2
4. Practical examination	30%	Not Applicable	1, 2

Assessment 1: Ensemble contribution, performances, part checking test

Assessment length: TBC: varies between ensembles

Submission notes: Live or Pre-Recorded Performance

Ensemble part-checking will be undertaken in T1, T2 and T3. Individually or in small groups, students will perform works or excerpts of works, studied and performed during the trimester. Where appropriate, excerpts will be selected by the part-checking examiner.

Direct feedback during rehearsals and workshops. Students' contribution to ensemble performances and workshops will be assessed through a part-checking examination.

This is not a Turnitin assignment

Additional details

The Ensemble Contribution test will occur towards the end of term. The director of each ensemble will set the assessment date and give further information.

Assessment 2: Masterclass critiques

Assessment length: 4 x 500 words

Submission notes: Online through Moodle

Due date: This assesment task will be submitted towardsd the end of term, exact due date TBC

Critiques will be submitted across T1, T2 and T3. These will be related to masterclasses presented by visiting experts in a range of musical styles and activities. Critique questions will be scaffolded to encourage students to identify issues for discussion, and to draw links among performance elements and scholarly literature.

Written feedback will be provided online through Moodle

This is not a Turnitin assignment

Additional details

Four critiques are to be submitted in total. Students should submit at least one critique in each of terms 1, 2 and 3. This term, students will submit their final critique/s.

Assessment 3: Performance/presentation

Submission notes: in class presentation

Performance/presentations will be conducted during workshop sessions in T1 and T2. Instrumentalists and vocalists will perform one complete item, which may be a movement of a larger work; composers, similarly, will present the performance of one item or movement. Because the type of assessment is distinct, Performance/presentations may include material that will appear again in the Performance examination or Composition portfolio in T3; however, each of the three tasks – two performance/presentations and one Performance examination or Composition portfolio – must include some new material. The presentation will include a spoken introduction, and will be accompanied by a short summarising document including references. The introduction and document will report and monitor the personal plan of activity for the whole of the 12-credit course, devised by each student in negotiation with his or her specialist tutor.

Feedback: written reports

This is not a Turnitin assignment

Additional details

There are no assessed Performance Presentations in Term 3.

Assessment 4: Practical examination

Assessment length: 25 minutes

Submission notes: live or pre-recorded performance

The examination of performance has two related parts. For instrumental and vocal students 25-minutes of repertoire will be performed in a semi-formal concert environment at the end of T2 (22%). At the end of T3, students will be examined on technical repertoire and sight-reading appropriate to their instrumental or vocal specialisation (8%). Composition students will present two portfolios of work: the first at the end of T2; the second at the end of T3.

Feedback: Written report on practical exam and composition portfolio.

This is not a Turnitin assignment

Additional details

Exam programs must be submitted for approval via the examination portal by week 5 of Term 2. As students will have been informed, the exams are currently re-scheduled for Fridays in Weeks 2-4 of T3.

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 13 September - 17 September	Studio	Introduction. Lamorna to introduce herself and her practice. Students to introduce themselves. Class content and structure discussed. Goal setting. Week 1 FiM Masterclass. This will likely be an online presentation, uploaded to FiM webpage. Critique question/s will be uploaded on Moodle within 3 days after the masterclass.
Week 2: 20 September - 24 September	Studio	Student performances presented for feedback and critique. Priority given to students scheduled for their prac exam that week. Discussion of successful recording strategies.
Week 3: 27 September - 1 October	Studio	Student performances presented for feedback and critique. Priority given to students scheduled for their prac exam that week. Discussion of stagecraft and presentation.
Week 4: 4 October - 8 October	Studio	Student performances presented for feedback and critique. Priority given to students scheduled for their prac exam that week. Discussion of activities and tasks for the remainder of the term.
Week 5: 11 October - 15 October	Studio	Group discussion; individual and group activities; student performances (including presenting etudes/tech work for feedback).
	Presentation	Forces in Music Presentation. If live, this will be held in Clancy Auditorim on Friday 3-5pm; if online, the presentation video will be uploaded to FiM webpage.
Week 6: 18 October - 22 October	Reading	Consolidation Week. No classes

Week 7: 25 October - 29 October	Studio	Group discussion; individual and group activities; student performances (including presenting etudes/tech work for feedback). Exploring effective sightreading techniques in preparation for technical exams at the end of term.
Week 8: 1 November - 5 November	Studio	Individual and group activities; student performances (including presenting etudes/tech work for feedback).
Week 9: 8 November - 12 November	Studio	Consolidation of group and individual projects. Student performances and feedback.
	Presentation	Friday 3PM: Forces in Music Masterclass. The critique question will be posted to Moodle.
Week 10: 15 November - 19 November	Studio	Class debrief and celebration of surviving another Covid-ridden year!

Resources

Prescribed Resources

Rink, J. (Ed.). (2005). *Musical performance: Studies in musical interpretation*. Cambridge: Cambridge University Press.

Williamon, A 2004 (Ed.) *Musical Excellence: strategies and techniques to enhance performance* Oxford University Press, Oxford

Recommended Resources

Bach, C. P. E. (1753) *Essay on the True Art of Playing Keyboard Instruments* Trans. William Mitchell. New York: W.W. Norton and Co. 1949

Berman, B. (2000). *Notes from the pianist's bench*. New Haven: Yale University Press.

Bernac, P. (1976). *The interpretation of French song*. London: Gollancz.

Butt, J., & Dreyfus, L. (Eds.). (2001). *Playing with History: The historical approach to Musical Performance*. Cambridge: Cambridge University Press.

Brown, C. (1999). *Classical and Romantic performing practice 1750-1900*. Oxford: Oxford University Press.

Coehlo, V. (Ed.). (2003). *Cambridge companion to the guitar*. Cambridge: Cambridge University Press.

Coffin, B. (1960-2). *The singer's repertoire*. (2nd Ed.). Metuchen, New Jersey: Scarecrow.

_____.(1987). *Coffin's sounds of singing: principles and application of vocal techniques with chromatic vowel chart*. (2nd ed.). Metuchen, New Jersey: Scarecrow.

Davidson, J. (2004). *The Music Practitioner*. Aldeshot, Ashgate

Espini, N. (1977). *Repertoire for the solo voice*. Metuchen, New Jersey: Scarecrow.

Fabian, D. (2003). *Bach performance practice 1945–1975: A comprehensive review of sound recording and literature*. Aldeshot, Ashgate.

Fleming, Renée (2004) *The inner voice: the making of a singer*. New York: Penguin Group

Green, B. (1986). *The inner game of music*. New York: Doubleday.

Hagberg, K. (2003) *Stage Presence from Head to Toe: a Manual for Musicians* The scarecrow Press

Herbert, T., & Wallace, J. (Eds.). (1997). *The Cambridge companion to brass instruments*. Cambridge and New York, Cambridge University Press.

Hinson, M. (2000). *Guide to the pianist's repertoire*. (3rd ed.). Bloomington: Indiana University Press.

- Hodson, R. (2007). *Interaction, interplay and improvisation in jazz performance*. London: Routledge.
- Howat, Roy. (2009). *The art of French piano music*. New Haven: Yale University Press.
- Hudson, R. (1997). *Stolen time: the history of tempo rubato*. Cambridge: Cambridge University Press.
- Inglis, I. (2006). *The performance of popular music*. Farnham, Burlington: Ashgate
- Kramer, J. (1988). *Listen to the music*. New York: Schirmer.
- Lawson, C. & Cross, J. (Eds.). (1995). *The Cambridge companion to the clarinet*. Cambridge: Cambridge University Press.
- Lehmann, L. (1945). *The interpretation of songs*. New York: Dover.
- Levine, M. (1989). *The Jazz Piano Book*. New York: Sher Music Co.
- Lockwood, A.H. (1989). Medical problems of musicians. *The New England Journal of Medicine*, 320, 221-227.
- Marchant-Haycox, S.E., & Wilson, G.E. (1992). Personality and stress in performing artists. *Personality and individual differences*, 13, 101-1068.
- Mozart, L. (1756) *A Treatise on the Fundamental Principles of Violin Playing* Translated and republished Oxford and New York: Oxford University Press 1948 and 1951
- Musgrave, M. & Sherman, B. (2003). *Performing Brahms*. Cambridge: Cambridge University Press.
- Neumann, F. (1993). *Performance practices of the seventeenth and eighteenthcenturies*. New York: Schirmer.
- Parncutt, R. & McPherson, G. (2002). *The science and psychology of music performance: Creative strategies for teaching and learning*. Oxford: Oxford University Press.
- Pino, D. (1980). *The clarinet and clarinet playing*. London: Macmillan.
- Potter, J. (Ed.). (2000). *The Cambridge companion to singing*. Cambridge: Cambridge University Press.
- Quantz, J.J. *On Playing the Flute* (1752)Trans. Edward Reilly Translated and reprinted, New York: The Free Press 1966
- Rosen, C. (2002). *Beethoven`s piano sonatas: a short companion*. New Haven: Yale University Press.
- Rosenblum, S. (1992). *Performance practices in classic piano music*. Bloomington: Indiana University Press.
- Schenker, Heinrich (1933) *Five graphic analyses*. Republished New York: Dover Publications (1969).
- Seaton, Douglas. (1983). *The art song: a research and information guide*. New York: Garland.
- Stowell, R. (1990). *Violin technique and performance practice in the late eighteenth and early nineteenth*

centuries. Cambridge: Cambridge University Press.

Taruskin, Richard. (1995). *Text and act: Essays on music and performance*. Oxford: Oxford University Press.

Turk, D.G. *Klavierschule*. (1982). Trans. Raymond Hagg, Lincoln: University of Nebraska Press.

Westney, W. (2003). *The perfect wrong note*. New York: Amadeus Press.

<https://www.library.unsw.edu.au/study>

*For singers:

<http://www.atlantavoiceslessons.com/vocaltechnique.htm>

<http://www.australianmusiccentre.com.au/>

<http://www2.siba.fi/harjoittelu/index.php?id=2&la=en>

<https://societymusictheory.org/societies/interest/performanceanalysis/bibliography>

<https://www.learnjazzstandards.com/>

For writing technique: handbooks for writers available at the UNSW Library

Course Evaluation and Development

You will be invited to complete the MyExperience survey at the conclusion of the term. The feedback from the survey will be taken into consideration during forward planning for next term/year.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Image Credit

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