



## UNSW Course Outline

# EDST6757 Music Method 2 - 2024

Published on the 12 May 2024

## General Course Information

Course Code : EDST6757

Year : 2024

Term : Term 2

Teaching Period : T2C

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : In Person

Delivery Format : Non Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate, Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

*This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.*

In this course, you will learn how to teach Music at an advanced level in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans and

curriculum plans. You will learn and practise a range of teaching strategies that maximise the learning potential of all types of learners in a safe, supportive, and highly engaged classroom environment. You will design for and implement teaching strategies that incorporate digital and other innovative strategies. You will also learn about a range of assessment and feedback strategies in the discipline, with a focus on assessment in the senior secondary school.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify essential elements of the NESA Music Syllabus, and strategies to support students as they transition between stages
CLO2 : Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
CLO3 : Set achievable learning outcome/ intentions to match content, teaching strategies, resources and different types of assessment for a unit of work in Music
CLO4 : Provide clear directions to organise and support prepared activities and use resources
CLO5 : Assess and report on student learning in Music to all key stakeholders
CLO6 : Identify the characteristics of an effective Music teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

Course Learning Outcomes	Assessment Item
CLO1 : Identify essential elements of the NESA Music Syllabus, and strategies to support students as they transition between stages	• Unit of work
CLO2 : Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students	• Scope and sequence
CLO3 : Set achievable learning outcome/ intentions to match content, teaching strategies, resources and different types of assessment for a unit of work in Music	• Scope and sequence • Unit of work
CLO4 : Provide clear directions to organise and support prepared activities and use resources	• Scope and sequence • Unit of work
CLO5 : Assess and report on student learning in Music to all key stakeholders	• Scope and sequence
CLO6 : Identify the characteristics of an effective Music teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers	• Unit of work

# **Learning and Teaching Technologies**

Moodle - Learning Management System

## **Learning and Teaching in this course**

### **Rationale:**

This subject aims to develop in each student the ability to effectively teach Music to secondary school students. During the course students will develop their knowledge of New South Wales syllabus documents, learn how to design lessons and units of work, and explore issues in relation to the state of music education in NSW. Lectures, tutorials, and assignments will cover a variety of approaches to teaching and learning in the music classroom. Emphasis will be given to the relationship between Music, literacy and numeracy and the role and value of music in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

### **Teaching Strategies:**

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings on the Moodle website.
- Peer teaching in a simulated classroom setting.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

## **Other Professional Outcomes**

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	*
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	*
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	1, 2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1, 2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2
2.2.1	Organise content into an effective learning and teaching sequence.	1, 2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1, 2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1, 2
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	*
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	1, 2
3.3.1	Include a range of teaching strategies.	*
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	*
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	*
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	*
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	2, 3
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	3
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	1, 3

5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	2, 3
5.5.1	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	3
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	3
* Covered during the course		

## NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	5, 8	2
C	Information and Communication Technologies.	4-5, 8, 12	2
D	Literacy and Numeracy.	1, 4, 7-16, 17*, 18*, 19	1, 2, 3
E	Students with Special Educational Needs.	2, 6-7	1, 2, 3
F	Teaching Students from Non-English-Speaking Backgrounds.	2*, 5, 6*, 7, 9	1, 2
* Covered during the course			

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Scope and sequence Assessment Format: Individual	40%	Due Date: 08/08/2024 05:00 PM
Unit of work Assessment Format: Individual	60%	Due Date: 29/08/2024 05:00 PM

# **Assessment Details**

## **Scope and sequence**

## Assessment Overview

Create a scope and sequence, including learning outcomes, for a Year 11 Preliminary class (3 terms). Prepare an assessment task that directly links to the teaching and learning intentions. Indicative length: 2000 words. A feedback sheet will be provided.

## Course Learning Outcomes

- CLO2 : Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
- CLO3 : Set achievable learning outcome/ intentions to match content, teaching strategies, resources and different types of assessment for a unit of work in Music
- CLO4 : Provide clear directions to organise and support prepared activities and use resources
- CLO5 : Assess and report on student learning in Music to all key stakeholders

## Detailed Assessment Description

There are two parts to this task.

- Part 1: Create a scope and sequence, including learning outcomes, for a Year 11 Preliminary class (3 terms).
- Part 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions within ONE of the terms. Your scope and sequence must indicate when the task will occur.
  - Design a marking rubric, which also includes space for a holistic comment.
  - Provide an exemplar student answer for the assessment task.
  - Write a feedback comment for this response outlining its strengths and indicating at least one aspect which could be further improved.

## Assessment Length

2000 words

## Assessment information

<ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST6757 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 1: Scope and Sequence</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>	
<ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Understands the task and its relationship to relevant areas of theory, research, and practice</li><li>• Uses syllabus documents and terminology clearly and accurately</li><li>• Sequences tasks and activities to suit logical learning progression</li><li>• Integrates assessment task logically with learning intentions and learning sequence</li><li>• Provides effective formative feedback for student sample</li></ul>	
<ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Includes key syllabus content to allow demonstration of appropriate selection of outcomes for the course</li><li>• Demonstrates understanding of the NSW Quality Teaching Framework, the School Excellence Framework, and NESA Assessment Guidelines</li></ul>	
<ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students</li><li>• Understands effective assessment practices</li></ul>	
<ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Organises and structures scope and sequence according to NESA guidelines and requirements</li><li>• Follows NESA assessment guidelines</li></ul>	
<ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• Shows excellent command of English grammar conventions including spelling, syntax, and punctuation</li></ul>	
<ul style="list-style-type: none"><li>• General comments/recommendations for next time:</li></ul>	
<ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>	<ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 40%</li></ul>
<p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

## Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass

mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

## **Unit of work**

## Assessment Overview

Prepare a unit of work for Stage 6 (Year 12) which covers approximately half the term. Indicative length: 3000 words. A feedback sheet will be provided.

## Course Learning Outcomes

- CLO1 : Identify essential elements of the NESA Music Syllabus, and strategies to support students as they transition between stages
- CLO3 : Set achievable learning outcome/ intentions to match content, teaching strategies, resources and different types of assessment for a unit of work in Music
- CLO4 : Provide clear directions to organise and support prepared activities and use resources
- CLO6 : Identify the characteristics of an effective Music teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

## Detailed Assessment Description

Prepare a unit of work for Year 12 which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

- what they can already do well
- what they still need to improve
- how they can effectively close the gap between bullet-points 1 and 2.

Include all activities and resources to support student learning. There must be at least one literacy activity/resource and one numeracy/ICT resource.

## Assessment Length

3000 words

## Assessment information

<ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST6757 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 2: Unit of Work</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>	
<ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Demonstrates knowledge of selected Stage 6 course and syllabus outcomes</li><li>• Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12</li><li>• Integrates formative assessment strategies throughout the unit of work</li></ul>	
<ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Demonstrates understanding of academic and cultural diversity</li><li>• Includes a variety of pedagogical strategies to suit content of the Stage 6 course</li><li>• Designs appropriate activities and outlines lessons in sufficient detail without providing full plans</li><li>• Provides effective feedback opportunities to inform students of their progress</li></ul>	
<ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Demonstrates understanding of the need to differentiate lessons to cater for diverse learners</li><li>• Understanding of a range of effective assessment practices</li></ul>	
<ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Demonstrates ability to plan using backward mapping to meet selected outcomes</li><li>• Presentation of effective and engaging learning sequence</li></ul>	
<ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• Writes using correct Standard Australian English</li><li>• Has proofread and edited work to avoid errors and incorrect usage</li></ul>	
<ul style="list-style-type: none"><li>• General comments/recommendations for next time:</li></ul>	
<ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>	<ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 60%</li></ul>
<p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

## Hurdle rules

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mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

## General Assessment Information

### **\*\* Compulsory Class Task - Common Assessment Module \*\***

There are two parts to this task:

Part 1: Common Assessment Module (a separate module to be completed in addition to your Method course). It will be available to work on from Week 1 of UNSW Term 2.

- You will gather evidence from a variety of sources about learning outcomes; and use that information to improve learning and teaching.
- You will be sent further information about how to access the Module closer to the start of term. There will be drop-in sessions in Weeks 8-13. This is the same time that Method 2 runs.
- Weight: N/A. This is a hurdle requirement that must be completed to pass the course.
- Note: Further information about this Module will be available in Moodle.

Part 2: Common Assessment Module (in-class task). In the final Method tutorials, you will complete a class task that relates to the Common Assessment Module. This task consists of three components:

- Collect three or four authentic student responses to preferably two assessment tasks (these might be provided by your Method lecturer).
- Provide written feedback for the student responses, indicating strengths and areas for improvement in relation to the work sample and overall expectations/standards.
- Write a few lines that could be included in a mid-year report comment to parents.

### General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](http://sed.unsw.edu.au/policies-and-procedures).

### Grading Basis

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
1	Lecture	<ul style="list-style-type: none"><li>• Overview of the course Review of the Music 7-10 Syllabus HSC Syllabus Music 1 and Music 2/Extension Expectations of assessment tasks Importance of transition points: primary to high school; Stage 4 to 5; Stage 5 to 6</li></ul>
	Tutorial	<ul style="list-style-type: none"><li>• Planning the scope and sequence of learning in Stage 6: NESA requirements and mandatory content</li><li>• Examples of scope and sequence documents</li></ul>
2	Lecture	<ul style="list-style-type: none"><li>• Selecting topics for Music 1 and 2 Composition in Music 1 and 2 Elective requirements Planning context-based and concept-based units</li></ul>
	Tutorial	<ul style="list-style-type: none"><li>• Scaffolding the composition process Assessing compositions and providing feedback</li></ul>
3	Lecture	<ul style="list-style-type: none"><li>• Identifying the concepts of music The Music 1 Aural examination Musicology/Aural requirements in Music 2</li></ul>
	Tutorial	<ul style="list-style-type: none"><li>• Preparation and strategies for teaching aural Question types Writing aural papers</li></ul>
	Reading	<ul style="list-style-type: none"><li>• White, R. (2017). Teaching aural analysis in senior secondary music: NSW teacher perspectives and reflections on practice. Australian Journal of Music Education, 51(2), 58-70.</li></ul>
4	Lecture	<ul style="list-style-type: none"><li>• Performance in Years 11-12 Developing motivation and meaningful approaches to practice The ensemble and solo performance - role, style, expression, facility</li></ul>
	Tutorial	<ul style="list-style-type: none"><li>• Selecting and developing repertoire Examination requirements for HSC Integrating technology into performance Unit of Work examples</li></ul>
	Reading	<ul style="list-style-type: none"><li>• Roesler, R. (2014). Musically Meaningful: The Interpersonal Goals of Performance. Music Educators Journal, 100(3), 39-43.</li></ul>
5	Lecture	<ul style="list-style-type: none"><li>• Creating a strong Music faculty Strategies and scenarios to enhance faculty development The profile of Music in the school Professional Development and Professional Associations</li></ul>
	Tutorial	<ul style="list-style-type: none"><li>• Support avenues for the developing teacher Teaching mini lessons in class</li></ul>
6	Lecture	<ul style="list-style-type: none"><li>• Day to day teacher issues Code of Ethics Management of classroom, resources, and ensembles</li></ul>
	Tutorial	<ul style="list-style-type: none"><li>• Hurdle Requirement as class activity Assessment and learning Self and peer assessment Moderation Feedback</li><li>• Online course evaluation</li></ul>

## Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

## General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the

description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

# Course Resources

## Prescribed Resources

You are required, for this course, and in the future, to have copies of the syllabus documents.

- Music 1 and Music 2/Extension syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>
- Creative Arts (Music) K-6; Music 7-10 <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts>

## Recommended Resources

### Additional resources

- ABC. (2010). *Sing! 2010 Teacher's Handbook*. Ultimo, NSW, Australia: ABC.
- Blom, D. (2006). Beyond the cover version: encouraging student performers to produce original interpretations of popular songs. *International Journal of Music Education*, 24(2), 159-167.
- Bunt, L. (2006). Music Therapy for Children. In G. E. McPherson (ed.), *The child as musician: A handbook of musical development*. (pp. 273-288). New York: Oxford University Press.
- Churchill, R., Apps, T., Batt, J., Beckman, K., Grainger, P., Keddie, A., Letts, W., Mackay, J., Moss, J., Nagel, M.C., Shaw, K., (2021). *Teaching: Making A Difference*. (5th Ed). Wiley Global Education. Australia.
- Daniel, R. (2001). Self-assessment in performance. *British Journal of Music Education*, 18(3), 215-226.
- Daniel, R. (2004). Peer assessment in musical performance: the development, trial and evaluation of a methodology for the Australian tertiary environment. *British Journal of Music Education*, 21(1), 89-110.
- Dunbar-Hall, P. (2003). Sound identities: popular music and the cultural politics of education. *Popular Music and Society*, 26(4), 557-558.
- Dunbar-Hall, P. (2004). How popular musicians learn: a way ahead for music education. *Popular Music and Society*, 27(1), 125-126.
- Folkestad, G. (2004). A meta-analytic approach to qualitative studies in music education: A new model applied to creativity and composition. *Bulletin of the Council for Research in Music Education*, (161- 62), 83-90.
- Grashel, J. W. (1979). Strategies for using popular music to teach form to intermediate instrumentalists. *Journal of Research in Music Education*, 27(3), 185-191.
- Green, L. *How Popular Musicians Learn: A Way Ahead for Music Education*. Aldershot: Ashgate.
- Groundwater-Smith, S., Brennan, M., McFadden, M., Mitchell, J., & Munns, G. (2009). *Secondary schooling in a changing world* (2nd ed.). South Melbourne, Victoria, Australia: Cengage Learning.

- Hargreaves, D. J., North, A. C., & Tarrant, M. (2006). Musical preference and taste in childhood and adolescence. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 135-154). New York: Oxford University Press.
- Harrison, N (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.
- Jaffurs, S. E. (2004). The impact of informal music learning practices in the classroom, or how I learned to teach from a garage band. *International Journal of Music Education*, 22, 189-200.
- Jellison, J. (2006). Including Everyone. In G. E. McPherson (ed.), *The child as musician: A handbook of musical development*. (pp. 257-272). New York: Oxford University Press.
- Lebler, D. (2008). Popular music pedagogy. *Music Education Research*, 10(2), 193-213.
- McPherson, G. E. (2007). Diary of a child musical prodigy. In A. Williamon & D. Coimbra (Eds.), *Proceedings of the International Symposium on Performance Science 2007* (pp. 213-218). Utrecht, The Netherlands: European Association of Conservatoires (AEC).
- McPherson, G. E., & Davidson, J. W. (2006). Playing an instrument. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 331-351). Oxford, England: Oxford University Press.
- McPherson, G., & Dunbar-Hall, P. (2001). Australia. In D. J. Hargreaves and A. C. North (Eds.), *Musical development and learning: The international perspective* (pp. 14-26). London: Continuum.
- McPherson, G. E., & Gabrielsson, A. (2002). From sound to sign. In R. Parncutt, & G. E. McPherson (Eds.), *The science and psychology of music: Creative strategies for teaching and learning* (pp. 99-116). New York: Oxford University Press.
- Mills, J. (1991). Assessing musical performance musically. *Educational Studies*, 17(2), 173-181.
- Savage, J. (2007). Reconstructing music education through ICT. *Research in Education*, 78, 65-77.
- Special issue of Music Educators Journal dedicated to students with special needs. See table of contents at <http://www.jstor.org/stable/i367929>. *Music Educators Journal*, 87,(4). (Jan 2001).
- Sloboda, J. A. (2005). The psychology of music reading. In J. A. Sloboda, *Exploring the musical mind: Cognition, ability, function*. Oxford, England: Oxford University Press.
- Stanley, M., Brooker, R., & Gilbert, R. (2002). Examiner perceptions of using criteria in music performance assessment. *Research Studies in Music Education*, 18, 46-56.
- Stollery, P. & McPhee, A. D. (2002). Some perspectives on musical gift and intelligence. *British Journal of Music Education* 19(1), 89-102.
- Thompson, W. F., Dalla Bella, S., & Keller, E. P. (2006). Music performance. *Advances in Cognitive Psychology*, 2(2-3), 99-102.
- Veblen, K. (2006). Special focus issue on popular music in music education. *International Journal of Music Education*, 24(2), 99-100.
- Walker, R. (2005). Classical versus pop in music education. *Bulletin of the Council for Research in Music Education*, (163), 53-60.
- Welch, G. F. (2006) Singing and vocal development. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 311-352). Oxford, England: Oxford University Press.

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Jennifer Robinsen				Email to arrange an appointment	No	Yes

## Other Useful Information

### 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).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

### 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.

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

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain

committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

## Use of AI for assessments | UNSW Current Students

### **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 [externaltelsupport@unsw.edu.au](mailto:externaltelsupport@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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

#### **Late Submission Penalty**

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special](#)

Consideration as early as possible before the deadline. Support with Time Management is available here.

## School-specific Information

### Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](#).

### School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: [education@unsw.edu.au](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>