



Music Appreciation and Practice

Aims

This subject is designed to develop a student's knowledge of music history and improve their analytics and observational skills, whilst concurrently studying with a specialist tutor in performance or compositions thereby developing a student's ability to prepare and present musically sensitive performances.

Appreciation

This area of the subject is designed to develop the student's:

- > Repertoire knowledge from 1600 to the present
- > Understanding of compositional techniques employed in music during each musical era in this time frame
- > Knowledge and understanding of stylistic developments in music
- > Analytical and observational skills in music
- > Repertoire of musical terminology
- > Literacy in the field of music.

Practice

The aims of this area of the subject (studied concurrently with a specialist tutor in performance or composition at the Elder Conservatorium, University of Adelaide) are to develop the student's:

- > Skills as a solo performer or composer through the preparation of a range of repertoire or a composing/arranging folio, including works of contrasting nature
- > Ability to present musically sensitive performances, or create compositions which could engage an audience
- > Ability to appraise the student's own performance and that of other performers, or comment on their compositions using appropriate musical terminology
- > Awareness of instrumental and vocal capabilities through a consideration of score reading
- > Experience of playing and/or singing in an appropriate level of ensemble.

Learning outcomes

After successfully completing these unit students should be able to:

Music appreciation

- > Show an understanding of music history 1600-present
- > Analyse musical scores
- > Review live music performances and present findings in a written report
- > Research music history topics and present findings in essay form.

Music practice

- > Perform in public as a soloist on an instrument or as a singer OR
- > Produce compositions suitable for public performance
- > Review and comment on performances and /or compositions both orally and in written form
- > Read orchestral scores with understanding
- > Show an understanding of conducting technique
- > Participate in an appropriate musical ensemble.



Subject content

Week	Topic and assessment schedule
1	The Baroque Era. Solo or composition preparation
2 – 4	The composer in Baroque society
5 – 6	Characteristics of Baroque style
7 – 8	Analysis of set work. Solo performance
9 – 10	Concert attendance at Elder Hall. Specialist folios
Break	
11 – 12	The Classical era. Solo or composition preparation
13 – 14	The composer in 18th century society
15 – 16	Characteristics of Classical style. Solo performance
17 – 19	Analysis of set work. Participation in choral/ensemble
20	Concert attendance at Elder Hall. Score reading
Break	
21	The Romantic period. Solo or composition preparation
22	The composer in 19th century society. Solo performance
23	Characteristics of Romantic style
24 – 25	Analysis of set work. Participation in choral/ensemble
26 – 30	Concert attendance at Elder Hall. Score reading
Break	
31 – 34	The Twentieth Century. Solo performance
35	The composer in 20th century society. Score reading
37 – 38	Modern compositional styles. Specialist folios
39	Analysis of set work
40	End of course



Assessment

General weightings for each assessment item are outlined below

Assessment item	Weighting	Due dates
History tests	20%	As per assessment schedule
Analysis tests	20%	As per assessment schedule
Concert reviews	5%	As per assessment schedule
Research essays	5%	As per assessment schedule
Solo performances	40%	As per assessment schedule
Performance reviews	5%	As per assessment schedule
Score reading tests	5%	As per assessment schedule