



MUSIC APPRECIATION AND PRACTICE

AIMS

Split up into two segments, Music Appreciation and Music Practice, this subject is designed to develop a student's knowledge of music history and improve their analytical and observational skills. Concurrently they will be studying with a specialist tutor in performance or composition, thereby developing their ability either to prepare and present musically sensitive performances or compose original musical works as they establish their own music writing style.

APPRECIATION OUTCOMES

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.
- Perform or create 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 create 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
2 – 4	The composer in Baroque society
5 – 6	Characteristics of Baroque style
7 – 8	Analysis of set work and solo performance
9 – 10	Concert attendance at Elder Hall and specialist folios
11 – 12	The Classical era and solo or composition preparation
13 – 14	The composer in 18th century society
15 – 16	Characteristics of Classical style and solo performance
17 – 19	Analysis of set work and participation in choral/ensemble
20	Concert attendance at Elder Hall and score reading
21	The Romantic period and solo or composition preparation
22	The composer in 19th century society and solo performance
23	Characteristics of Romantic style
24 – 25	Analysis of set work and participation in choral/ensemble
26 – 30	Concert attendance at Elder Hall and score reading
31 – 34	The Twentieth Century and solo performance
35 – 36	The composer in 20th century society and score reading
37 – 38	Modern compositional styles and specialist folios
39	Analysis of set work
40	Graduation



ASSESSMENT

General weightings for each assessment item are outlined below.

ASSESSMENT ITEM	WEIGHTING
History tests	20%
Analysis tests	20%
Concert reviews	5%
Research essays	5%
Solo performances	40%
Performance reviews	5%
Score reading tests	5%