

## MUSI90179 Evidence-Based Performance Teaching

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2012, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: One 2 hour lecture-seminar per week during the semester Total Time Commitment: 120 hours (including non-contact time)
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability will impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
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<b>Subject Overview:</b>	The practice of performing and teaching instrumental and vocal music studied from an evidenced based perspective. Covers a wide range of psychological issues that are of interest to musicians and music educators, with the aim of challenging participants to consider new ways of thinking about performing and teaching music performance as a result of having developed informed approaches to their own (and others) musical development.
<b>Objectives:</b>	This subject is designed to enable students to: <ul style="list-style-type: none"> <li>• become acquainted with the main strands of contemporary research in music performance science and music psychology;</li> <li>• understand concepts of skill acquisition as these apply to learning to perform music;</li> <li>• examine relationships between a performer and/or composer and his/her audience;</li> <li>• understand how ideas and emotions are transmitted to an audience;</li> <li>• discuss theories concerning expertise development and developmental processes relevant to performing music at the highest level;</li> <li>• reflect critically on relevant areas of their own professional practice in light of their newly acquired knowledge of performance science and music psychology;</li> <li>• become equipped with the knowledge necessary to understand how researchers design, investigate and report on performance science and music psychology research; and</li> </ul>

	<ul style="list-style-type: none"> <li>• become aware of how optimum performance can be enhanced through a greater understanding of research and its applications to the performance and practice of music.</li> </ul>
<b>Assessment:</b>	Attendance and positive participation, due throughout semester (10%)Critical appraisal of 1,000 words, due week 6 (25%)Seminar presentation (20min) and 800 word handout, due weeks 7 to 12 (25%)Annotated bibliography of 3,000 words, due week 12 (40%)
<b>Prescribed Texts:</b>	McPherson, G. E., Davidson, J. W., & Faulkner, R. (2012). Music in our lives: Rethinking musical ability, development and identity. Oxford: Oxford University Press. Further readings will be available online through the LMS prior to the commencement of the subject.
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate skills in cooperation, communication and negotiation that allow for effective working in groups;</li> <li>• demonstrate the capacity for critical and independent thought and reflection;</li> <li>• demonstrate skills in evaluative thinking, and in the application of theoretical criteria to practical outcomes;</li> <li>• demonstrate skills in objectively reviewing scholarly literature and applying research principles and methods to relevant areas of investigation; and</li> <li>• plan effectively to meet deadlines.</li> </ul>
<b>Related Course(s):</b>	Master of Music (Performance Teaching)