

## MUSI90182 Musical Engagement

<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: August, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: Taught in intensive mode over 4 days, 9am to 4pm (24 hours). Total Time Commitment: 120 hours.
<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>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;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 may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Prof Gary Mcpherson
<b>Contact:</b>	email: g.mcpherson@unimelb.edu.au
<b>Subject Overview:</b>	This subject examines how music pervades everyday life and impacts on the ways in which people from a range of socioeconomic and cultural backgrounds experience the world together. Principles of psychology and sociology are used to better understand the diverse experiences of listeners, composers and performers. Special focus is given to understanding what motivates involvement in western music as performers and how to advocate for a comprehensive musical experience and education in schools and community settings.
<b>Objectives:</b>	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> <li># understand what motivates people to be involved in musical performance;</li> <li># demonstrate understanding of how audiences perceive their relationship to the performer and the music;</li> <li># demonstrate understanding of the psychological and sociological aspects of performance;</li> <li># examine how people identify with music and the values that are implicit in musical preferences;</li> <li># reflect on the social responsibility of the performer;</li> <li># demonstrate understanding of how music pervades everyday life and what makes many people want to live their lives with music</li> <li># understand active musical engagement in performing, teaching and learning;</li> <li># assess the ways in which psychology and sociology can explain people's diverse experience of, and engagement with music, focusing on how music is used, acquired and made in a range of formal and informal musical settings; and</li> <li># understand how people listen to music, manage their emotions, moods and identities with music, and use music for therapy, persuasion and social control.</li> </ul>

<b>Assessment:</b>	Contribution to seminar discussion and lectures, Continuous, 10% A 20 minute seminar presentation in class, Days 3 and 4, 30% An essay (4000 words), due five weeks after final class, 60%
<b>Prescribed Texts:</b>	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>	On completion of this subject, students should be able to: <ul style="list-style-type: none"><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; and</li><li># demonstrate analytical skills in the context of social behaviour.</li></ul>