

EDUC10055 Music and Narrative Workshop

Credit Points:	12.5
Level:	1 (Undergraduate)
Dates & Locations:	This subject is not offered in 2016.
Time Commitment:	Contact Hours: 36 Total Time Commitment: 170 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>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.</p> <p><p>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: http://services.unimelb.edu.au/disability</p></p> </p>
Contact:	This subject is not offered in 2016
Subject Overview:	Through studio practice linked to education, pedagogy and theory, this subject will focus on play and exploration which integrates a range of forms of symbolic expression, branching out from music as the basis for many of these experiences. The subject caters for students with diverse prior experiences in musical practice. Students will investigate key principles of musical perception, movement, narrative, teaching and learning to experiment with various sound sources to create structures and meanings. The experiential nature of the subject is supported by participants presenting and reflecting on individual and group perceptions.
Learning Outcomes:	<p>In this subject, students will:</p> <ul style="list-style-type: none"> # Explore music and narrative through the exploration of elements such as character and events # Experiment with sound as a stimulus for developing musical narratives # Draw upon techniques such as montage and mask-making for the development of musical narratives # Reflect on theoretical frameworks, such as Reggio Emilia, social-constructivism and cultural-historical activity theory as underpinning constructs for learning # Perform individually and/or in groups in non-threatening contexts to share learning and understanding
Assessment:	Reflective journal in preparation for final performance/presentation (800 words) due mid semester, 20% Group presentation/performance (equivalent to 1600 words) due end of semester, 40% Individual reflection (1600 words) due end of semester, 40% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	None
Breadth Options:	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> # Bachelor of Arts (https://handbook.unimelb.edu.au/view/2016/B-ARTS) # Bachelor of Biomedicine (https://handbook.unimelb.edu.au/view/2016/B-BMED) # Bachelor of Commerce (https://handbook.unimelb.edu.au/view/2016/B-COM) # Bachelor of Environments (https://handbook.unimelb.edu.au/view/2016/B-ENVS)

	<p># Bachelor of Music (https://handbook.unimelb.edu.au/view/2016/B-MUS)</p> <p># Bachelor of Science (https://handbook.unimelb.edu.au/view/2016/B-SCI)</p> <p>You should visit learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>This subject will assist students to acquire the following graduate attributes:</p> <ul style="list-style-type: none"> # Have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations # Have in-depth knowledge in their specialist discipline/s # Be critical and creative thinkers, with an aptitude for continued self-directed learning # Be adept at learning in a range of ways, including through information and communication technologies # Have the capacity to participate fully in collaborative learning and to confront unfamiliar problems
Links to further information:	http://www.education.unimelb.edu.au/breadth/