

MUS101 Intro to Songwriting and Performance

School: School of Business and Creative Industries

2026 | Trimester 2

UniSC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

In this course, you will study the foundations of songwriting, live sound, and staged performance. You will be guided by lecturers and industry practitioners as you engage in the basics of songwriting for live performance. You will apply these skills in a number of modes including live sound, stage presence, performance practice and collaborative music making. This course will culminate in a live group performance of original songs.

Students are expected to make themselves available for autonomous group rehearsals outside of workshop time. Students must therefore consider their availability on evenings and weekends, as well as normal working hours.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online Learning Materials	1hr	Week 1	11 times
Tutorial/Workshop 1 – In-class face to face workshop	2hrs	Week 1	12 times

1.3. Course Topics

- Songwriting
- Performance
- Live Sound
- Collaborative music making
- Arranging for live performance
- Sets
- Live Music
- Industry Professionalism

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Develop a shared musical vocabulary led by 21st Century popular approaches to music creation	Creative and critical thinker
2 Build a knowledge of the key elements of songwriting and lyric writing informed by both artistic and industry practice.	Knowledgeable
3 Produce music and lyrical works of your own creation as part of an ongoing process of development for a portfolio of creative works.	Engaged
4 Explore songwriting theory in an industry best practice framework according to intellectual property considerations.	Ethical
5 Develop critical listening and self-analysis skills essential to songwriting practice in the 21st Century.	Creative and critical thinker

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

An opportunity exists in every workshop to produce and perform creative pieces individually and/or in small peer groups and receive feedback from peers and teaching staff.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Creative, and Written Piece	Individual	40%	2-4 minute song plus written lyric sheet	Week 5	Online Submission
All	3	Artefact - Creative, and Written Piece	Individual and Group	60%	A set of band songs (2-3 minutes per song) Plus a 500 word individual critical reflective written work	Week 12	In Class

All - Assessment Task 1: Song Sketch: Performance of Original Song

GOAL:	The purpose of this assessment is to develop skills in basic songwriting and performance.																
PRODUCT:	Artefact - Creative, and Written Piece																
AUTHORSHIP STATEMENT:																	
FORMAT:	In this task you will engage in industry-led practices in professional songwriting to write a new song in the form of a 'song sketch'. It must consider the 'campfire rule' as discussed in this course and show evidence of lyrics, melody, harmony, and popular song form. The 'song sketch' is delivered as recorded video artefact featuring your basic performance ideas and as a written lyric sheet. You may be asked to provide evidence of songwriting (e.g. DAW session).																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Building an applied knowledge of lyric writing and narrative principles discussed in this course</td> <td>2</td> </tr> <tr> <td>2</td> <td>Building a song with industry-informed song structures</td> <td>2</td> </tr> <tr> <td>3</td> <td>Exploring melodic, harmonic, and rhythmic structures for meaning making purposes</td> <td>4</td> </tr> <tr> <td>4</td> <td>Producing a performed original song that demonstrates foundational principles of performance</td> <td>3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Building an applied knowledge of lyric writing and narrative principles discussed in this course	2	2	Building a song with industry-informed song structures	2	3	Exploring melodic, harmonic, and rhythmic structures for meaning making purposes	4	4	Producing a performed original song that demonstrates foundational principles of performance	3	
No.		Learning Outcome assessed															
1	Building an applied knowledge of lyric writing and narrative principles discussed in this course	2															
2	Building a song with industry-informed song structures	2															
3	Exploring melodic, harmonic, and rhythmic structures for meaning making purposes	4															
4	Producing a performed original song that demonstrates foundational principles of performance	3															
GENERIC SKILLS:	Communication, Collaboration, Applying technologies, Information literacy																

All - Assessment Task 3: Live Band Performance

GOAL:	The purpose of this assessment is an industry-reflective collaborative process of developing and delivering a set of songs for live amplified performance.																
PRODUCT:	Artefact - Creative, and Written Piece																
AUTHORSHIP STATEMENT:																	
FORMAT:	In this task, you will collaborate with a band to develop your set of songs into a set delivered in a live “gig” amplified performance environment. You are required to develop the songwriting, arrangements and performance of the set of songs in response to feedback and the different skillsets and levels of musicianship of band members. You also need to demonstrate an applied understanding live sound basics in relation to your set, including fluency with chosen tech and supplying technical documentation. You will be required to demonstrate work-in-progress of the set in the lead up to the live “gig” performance. The “gig” performance will be an industry-reflective mini festival environment where your band performs your set. Professionalism and collaboration will be monitored throughout the entire process. You will also submit a written critical reflective work that details your choices and learning.																
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Developing your individual contribution to the collaboration and set through work-in-progress check-ins. (INDIVIDUAL)</td><td>1</td></tr><tr><td>2</td><td>Producing individual musical and performance outcomes in a collaborative industry context of a live performance. (INDIVIDUAL)</td><td>3</td></tr><tr><td>3</td><td>Developing professionalism and a shared music vocabulary through collaborative delivery of industry assets including communications, technical documentation, and live band performance. (GROUP)</td><td>1</td></tr><tr><td>4</td><td>Developing critical analysis of creative work demonstrating understanding of songwriting, arrangement, performance and collaboration principles. (INDIVIDUAL)</td><td>5</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Developing your individual contribution to the collaboration and set through work-in-progress check-ins. (INDIVIDUAL)	1	2	Producing individual musical and performance outcomes in a collaborative industry context of a live performance. (INDIVIDUAL)	3	3	Developing professionalism and a shared music vocabulary through collaborative delivery of industry assets including communications, technical documentation, and live band performance. (GROUP)	1	4	Developing critical analysis of creative work demonstrating understanding of songwriting, arrangement, performance and collaboration principles. (INDIVIDUAL)	5	
No.		Learning Outcome assessed															
1	Developing your individual contribution to the collaboration and set through work-in-progress check-ins. (INDIVIDUAL)	1															
2	Producing individual musical and performance outcomes in a collaborative industry context of a live performance. (INDIVIDUAL)	3															
3	Developing professionalism and a shared music vocabulary through collaborative delivery of industry assets including communications, technical documentation, and live band performance. (GROUP)	1															
4	Developing critical analysis of creative work demonstrating understanding of songwriting, arrangement, performance and collaboration principles. (INDIVIDUAL)	5															
GENERIC SKILLS:	Communication, Collaboration, Organisation																

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Students are expected to make themselves available for autonomous group rehearsals. Students must therefore consider their availability on evenings and weekends as well as normal working hours.

9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)