

Student name:	Anett McCaul		
Degree pathway:	BA Music	Student number:	521302
Course unit:	From the Present to the Past	Assignment No.:	3
Tutor name:	Desmond Clarke	Date:	10.3.2020

### **From the Present to the Past**

---

This course unit provides a general survey of western Art music from c1450 to the present day, its key composers and repertoire. Throughout the unit you are encouraged to appreciate the ways in which later and contemporary music forms may develop, expand and consciously refer to earlier styles or seek to deconstruct or break away from previous conventions. You are required to listen to a range of music from each era, including that which challenges you, and to develop your own opinions, preferences and responses to the music, supported by your academic knowledge and research.

### **Overall**

---

This submission represents a substantial improvement in your academic writing, and the resolution of the problems with attribution and quotation which affected your previous work. This is a big change for the better – well done. Your research practice in general is also much better. There isn't much supporting work in the logs, but this is understandable considering the circumstances in which you've been working on this submission.

### **Subject Based Knowledge and Understanding**

---

*Broad and comparative understanding of subject content, knowledge of the appropriate historical, intellectual, cultural or institutional contexts.*

Most importantly, the attribution and quoting issues identified in the previous submission are now resolved. This probably wasn't an easy thing to implement in your work but it has paid off, and this writing is much, much more academically appropriate, and has none of the major problems flagged in part 2. While there are, of course, aspects of this practice you can continue to develop, the most important practices of academic writing are now in place, and you don't have to worry about issues of plagiarism or mis-attribution. This is a massive improvement – well done.

The opening of the essay has a clear and logical structure, you begin with a very broad contextual introduction to wind instruments, becoming more specific until you're discussing the piccolo in detail. This is a sensible way to start the essay, though the opening paragraph is so broad that its relevance to the topic isn't very strongly established – changing around the order of some of the points in the first two paragraphs could help this flow a little better.

You go on to discuss individual piccolo players. The section on Rennison is particularly interesting here as it gives a context for the piccolo outside of the orchestra where it is most regularly encountered. The final couple of biographical entries could do with a little more fleshing out – for example when you say Henry Jaeger was "the first musician identified by name", what do you mean?

The essay would benefit from a conclusion. This doesn't have to be long or in depth: a couple of sentences concluding your work, perhaps re-stating or returning to some of the broader context, would balance the introduction at the beginning and give you an opportunity to make some general remarks about the information you've collated here.

### **Research and Critical Evaluation Skills**

---

*The ability to design and carry out a research project, locate and evaluate evidence from a wide range of primary and secondary sources (aural or textual).*

You've drawn on a range of appropriate sources for your work in this submission, including encyclopaedias, websites and books. This is a massive improvement over using Wikipedia! Well done.

Some of the research exercises in the logs draw on one single source for all of their content. While this isn't a problem, using at least two sources will get you more credit for critical engagement and research skills, and would also be good practice for assignment research. Consider trying to use multiple sources for all research work, where you can, in the future.

For the benefit of the assessors (and me), if you reference a book in Hungarian (or any non-English language), as you have done for the assignment, include an English translation of the title in the bibliography, just so we have a general idea of what it is.

### **Stylistic Awareness**

---

*Evidence of listening and reading, research, critical thinking and reflection; perceptiveness of personal response to music (evidenced in listening logs).*

The learning log for this submission is very short. This is understandable, however, considering the circumstances in which you've been putting together this work. You mention a lot of listening in your feedback, however, so clearly you've been working through the course, even if it's not written up. (Unless I simply can't find the entries on your blog?)

As you move into the final sections of the unit, try to include at least a short write up of any work or listening you do, as you can't get credit for it if it's not in the logs.

### **Communication**

*The ability to communicate ideas and knowledge in written and spoken form, including presentation skills.*

Your writing is becoming much clearer and better structured. There are occasional grammatical errors, but nothing major. A careful proof-read of your assignments before submitting them for assessment will help you find and correct these.

The work for the part 3 isn't included in the menus at the top of the blog. When I first looked, I thought this meant you hadn't included any, before I realised I could scroll to find it. I'd suggest either connecting these menus to posts, or removing them, as to have them there but not functional is confusing.

### **To improve your work**

To further improve your work the main thing you can think about is the structure and flow

of your academic writing. While this is already much better, you can now start to create a clearer “narrative” and logical structure in your essay writing.

### Action Points

- Think carefully about the structure of written work.
- Continue to diversify your research sources, and use multiple sources where possible.
- Include more listening entries, and write up any work you do.

### Reflecting on your feedback

It would be useful for you to reflect on this feedback in your learning log, identifying what you feel are the key themes and areas for development. This will help provide a better understanding of what you are taking from your formative feedback, and help you develop a reflective approach to your practice. If you are using a public facing blog, and want to quote from the feedback, please refer to your ‘tutor’ rather than by name.

### Additional support

Additional support is available from Course Support [coursesupport@oca.ac.uk] for course content or subject related questions. Student Services [studentadvice@oca.ac.uk] if you have queries around study resources, time frames, finance and funding, or any general enquiries. Or contact Learner Support [learnersupport@oca.ac.uk] if any personal circumstances or disabilities begin to impact on your ability to study.

### Assignment Schedule

Working within the timeframe of your overall course end date, the following dates sets out a timetable of study at a pace that suits you. These deadline dates can be negotiated, so contact your tutor to re-schedule, or Student Support if there are wider issues affecting your ability to study.

Assignment One	Due...
Assignment Two	Due...
Assignment Three	Due...
Assignment Four	10.5.20
Assignment Five	24.7.20
Course end date	17.4.2021
Summative Assessment	November