



MUSC12375 *History of Film Music 1*

Term 1 - 2017

Profile information current as at 07/05/2024 05:05 am

All details in this unit profile for MUSC12375 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will study the structure of film music from the beginning of the twentieth century to the end of the 1950s. You will analyse various primary source materials as you study the various stylistic changes that occurred with the film music and contextualise these developments within the important technological, social and political movements of this period.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 30%

2. **Written Assessment**

Weighting: 30%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Personal communication

Feedback

Learning materials on Moodle

Recommendation

Continue to investigate strategies to develop a diverse range of learning materials for this course.

Action

Course materials included an expanded range of videos to provide clear examples to support the topic content covered in the textbook.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Describe the principal stylistic characteristics of film music from the beginning of the twentieth century to the end of the 1950s
2. Analyse the aural characteristics of film music from the beginning of the twentieth century to the end of the 1950s
3. Contextualise the developments in film music within the important technological, social and political movements from the beginning of the twentieth century to the end of the 1950s

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 30%	•	•	•
2 - Written Assessment - 30%	•	•	•
3 - Written Assessment - 40%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•

Graduate Attributes	Learning Outcomes		
	1	2	3
2 - Problem Solving		•	
3 - Critical Thinking	•		•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence			
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	•		•	•						
2 - Written Assessment - 30%	•		•	•						
3 - Written Assessment - 40%	•		•	•						

Textbooks and Resources

Textbooks

MUSC12375

Prescribed

Reel music: Exploring 100 years of film music

(2005)

Authors: Roger Hickman

W.W.Norton

New York , USA

ISBN: 978-0-393-92574-6

Binding: Paperback

[CQUni Bookshop](#)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Jason Smyth-Tomkins Unit Coordinator

j.smyth-tomkins@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Exploring film and music	Chapters 1, 2	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Exploring film and music	Chapters 3, 4	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: The silent film era	Chapters 5, 6	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: The silent film era	Chapters 7, 8	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 3: The early sound movies Chapters 9, 10

Written Assessment Due: Week 5
Monday (3 Apr 2017) 11:45 pm AEST

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 4: The golden age of 1930s film	Chapters 11, 12	
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Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 5: The War Years	Chapters 13, 14	
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Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 6: Post war 1940s	Chapter 15	
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Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 7: Film Music in the 1950s	Chapter 16	
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Written Assessment Due: Week 9
Monday (8 May 2017) 11:45 pm AEST

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 7: Film music in the 1950s	Chapter 17	
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Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 8: Film music at the end of the 1950s	Chapter 18	
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Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 8: Film music at the end of the 1950s	Chapter 19	
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Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Written Assessment Due:
Review/Exam Week Monday (5 June 2017) 11:45 pm AEST

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

Length: 1500 - 2000 words

Task: Complete a film music analysis of the **Odessa Steps montage** from **Battleship Potemkin (1925)**. A link to the Youtube clip can be found on the Moodle course website. (Textbook reference - pages 94 - 95 and chapters 1 to 4).

Task description:

1. Begin with a brief overview of the work of film director Sergei Eisenstein and his innovations in film technique.
2. Describe the term 'montage', and how this is demonstrated in this film sequence - the Odessa Steps montage.
3. Provide a **brief synopsis of the film** and where this scene comes.
4. Create a plot and music cue list to describe the events in the film clip (the Odessa Steps montage) and the type of music used. You may use the template from page 81 of the textbook and download [here](#).
5. Discuss how the musical elements are used with this film clip (the Odessa Steps montage). Using specific examples from the plot and music cue list, consider how the choice of instruments, tempo, volume, rhythm, dissonance are used to:
 - establish the varying moods of the montage
 - support the plot and the various plot changes
 - establish character
6. You may use your own words to describe the musical elements, but be as precise as possible.
7. Include a reference list and use in-text referencing to acknowledge your information sources.

Assessment Due Date

Week 5 Monday (3 Apr 2017) 11:45 pm AEST

Return Date to Students

Week 7 Friday (28 Apr 2017)

Weighting

30%

Assessment Criteria

- Accuracy & depth of treatment of director profile - 10%
- Discussion on the structure of the montage - 10%
- Accuracy of film synopsis and identification of scene - 5%
- Accuracy of plot and music cue list, & use of appropriate descriptors - 25%
- Discussion on use of music to establish the mood, support the plot & establish character - 30%
- Implementation of appropriate presentation and technical requirements - 10%
- Correct use of academic referencing conventions - 10%

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submit online through the Moodle website.

Learning Outcomes Assessed

- Describe the principal stylistic characteristics of film music from the beginning of the twentieth century to the end of the 1950s
- Analyse the aural characteristics of film music from the beginning of the twentieth century to the end of the 1950s
- Contextualise the developments in film music within the important technological, social and political movements from the beginning of the twentieth century to the end of the 1950s

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Written Assessment

Assessment Type

Written Assessment

Task Description

Length: 2000 words

Task:

Write an essay to discuss the use of classical music in five 'talkie' films from late 1920s to the end of the 1930s. This is referring to classical music that has been included in a film score by composers such as Mozart, Beethoven etc. These pieces have not been written especially for the film, and were originally written for the concert hall.

For each of the five films, find one Youtube clip demonstrating the use of a piece of classical music, identifying it by title, composer and timing within the clip. Consider the following points:

- What purpose does the music play at that point in the film?
- How does the music inform the viewer about character, plot, point of view and mood?
- For each film score extract discuss whether the music is diegetic or non-diegetic and how this alters its purpose in the film.

Assessment Due Date

Week 9 Monday (8 May 2017) 11:45 pm AEST

Return Date to Students

Week 11 Friday (26 May 2017)

Weighting

30%

Assessment Criteria

- Accurate identification of five film clips and the classical music used - 25%
- Appropriate discussion of the purpose of the music - 35%
- Ability to synthesise information in a precise and relevant manner - 20%
- Implementation of appropriate presentation and technical requirements - 10%
- Correct use of academic referencing conventions - 10%

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submit online through the Moodle website.

Learning Outcomes Assessed

- Describe the principal stylistic characteristics of film music from the beginning of the twentieth century to the end of the 1950s
- Analyse the aural characteristics of film music from the beginning of the twentieth century to the end of the 1950s
- Contextualise the developments in film music within the important technological, social and political movements from the beginning of the twentieth century to the end of the 1950s

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

3 Written Assessment

Assessment Type

Written Assessment

Task Description

Considering the period from 1945 to 1959, compare and contrast the way film music is used in **each** of the following film genres:

- drama
- film noir
- thriller
- epic
- horror
- romance
- western
- comedy
- animated feature

For each genre:

- Give specific examples of films and film music for each genre and find relevant Youtube clips that support your argument about how film music is used in that genre in various films and by various composers.
- The examples can be either diegetic or non-diegetic music examples.
- For each Youtube clip provide a Cue sheet guide that links the description of the action to the description of the music. You may not replicate any of the Viewer Guides that are provided in the textbook, but use these as a template for your own analysis.

For each film music example discuss:

- What purpose does the music play at that point in the film?
- How does the music inform the viewer about character, plot, point of view and mood?
- How does this music link to the usual conventions of this film genre?

Assessment Due Date

Review/Exam Week Monday (5 June 2017) 11:45 pm AEST

Return Date to Students

After the making of assessment

Weighting

40%

Assessment Criteria

- Appropriate introduction and conclusion - 10%
- Appropriate discussion of the purpose of the music within each genre - 30%
- Appropriate choice and discussion of film music examples - 20%
- Ability to synthesise information in a precise and relevant manner - 20%
- Implementation of appropriate presentation and technical requirements - 10%
- Correct use of academic referencing conventions - 10%

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Describe the principal stylistic characteristics of film music from the beginning of the twentieth century to the end of the 1950s
- Analyse the aural characteristics of film music from the beginning of the twentieth century to the end of the 1950s
- Contextualise the developments in film music within the important technological, social and political movements from the beginning of the twentieth century to the end of the 1950s

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem