



# MUSC12375 *History of Film Music 1*

## Term 1 - 2019

Profile information current as at 27/04/2024 06:17 pm

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 - 2019

- Online

#### 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 Unit evaluation

##### Feedback

Assessment return timeframe & feedback

##### Recommendation

Staff will work to ensure assessment is returned in a timely manner.

## 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	•	•	•
2 - Problem Solving		•	

Graduate Attributes	Learning Outcomes		
	1	2	3
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**

Edition: 2nd edn (2017)

Authors: Roger Hickman

W.W.Norton

New York , USA

ISBN: 9780393937664

Binding: Paperback

#### Additional Textbook Information

Copies are available for purchase from the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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](mailto:j.smyth-tomkins@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 1:</b> Exploring film and music	<b>Chapters 1 &amp; 2</b> Hickman, R. (2005). Reel music: Exploring 100 years of film music. New York, NY: USA	

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 1:</b> Exploring film and music	<b>Chapters 3 &amp; 4</b> Hickman, R. (2005). Reel music: Exploring 100 years of film music. New York, NY: USA	

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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**Topic 2:** The silent film era

**Chapters 5 & 6**  
 Hickman, R. (2005). Reel music: Exploring 100 years of film music. New York, NY: USA

**Week 4 - 01 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 2:</b> The silent film era	<b>Chapters 7 &amp; 8</b> Hickman, R. (2005). Reel music: Exploring 100 years of film music. New York, NY: USA	

**Week 5 - 08 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 3:</b> The early sound movies	<b>Chapters 9 &amp; 10</b> Hickman, R. (2005). Reel music: Exploring 100 years of film music. New York, NY: USA	<b>Odessa Steps Montage</b> Due: Week 5 Monday (8 Apr 2019) 11:45 pm AEST

**Vacation Week - 15 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 22 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 4:</b> The golden age of 1930s film	<b>Chapters 11 &amp; 12</b> Hickman, R. (2005). Reel music: Exploring 100 years of film music. New York, NY: USA	

**Week 7 - 29 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 5:</b> The War Years	<b>Chapters 13 &amp; 14</b> Hickman, R. (2005). Reel music: Exploring 100 years of film music. New York, NY: USA	

**Week 8 - 06 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 6:</b> Post war 1940s	<b>Chapter 15</b> Hickman, R. (2005). Reel music: Exploring 100 years of film music. New York, NY: USA	<b>Classical music and the 'talkies'</b> Due: Week 8 Monday (6 May 2019) 11:45 pm AEST

**Week 9 - 13 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 7:</b> Film Music in the 1950s	<b>Chapter 16</b> Hickman, R. (2005). Reel music: Exploring 100 years of film music. New York, NY: USA	

**Week 10 - 20 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 7:</b> Film music in the 1950s	<b>Chapter 17</b> Hickman, R. (2005). Reel music: Exploring 100 years of film music. New York, NY: USA	

**Week 11 - 27 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic

**Topic 8:** Film music at the end of the 1950s

**Chapter 18**  
Hickman, R. (2005). Reel music: Exploring 100 years of film music. New York, NY: USA

#### Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 8:</b> Film music at the end of the 1950s	<b>Chapter 19</b> Hickman, R. (2005). Reel music: Exploring 100 years of film music. New York, NY: USA	

#### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Post-war trends, modern styles and the birth of the blockbuster</b> Due: Review/Exam Week Monday (10 June 2019) 11:45 pm AEST

#### Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Odessa Steps Montage

#### 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:
  - o establish the varying moods of the montage
  - o support the plot and the various plot changes
  - o establish character
6. You may use your own words to describe the musical elements, but be as precise and musical as possible.
7. Include a reference list and use in-text referencing to acknowledge your information sources.

#### Assignment presentation:

- Include your name, student number and topic title
- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- You may use sub-headings to organise your assignment clearly
- You may refer to Youtube clips to demonstrate aspects of your discussion and reference appropriately
- Include in-text references
- Include a comprehensive reference list, adhering to the CQUniversity APA Style Guide
- All excerpts from URLs for music scores or recorded audio/video examples should include an in-text reference, and full details included in the reference list.
- Submit Microsoft Word (.docx) documents only.

**\*The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text**

## references and direct quotations.

### Assessment Due Date

Week 5 Monday (8 Apr 2019) 11:45 pm AEST

### Return Date to Students

Week 7

### 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 Classical music and the 'talkies'

### 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.

### Assignment presentation:

- Include your name, student number and topic title
- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- You may use sub-headings to organise your assignment clearly



- You may refer to Youtube clips to demonstrate aspects of your discussion and reference appropriately
- Include in-text references
- Include a comprehensive reference list, adhering to the CQUniversity APA Style Guide
- All excerpts from URLs for music scores or recorded audio/video examples should include an in-text reference, and full details included in the reference list.
- Submit Microsoft Word (.docx) documents only.

**\*The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.**

#### **Assessment Due Date**

Week 8 Monday (6 May 2019) 11:45 pm AEST

#### **Return Date to Students**

Week 10

#### **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 Post-war trends, modern styles and the birth of the blockbuster

#### **Assessment Type**

Written Assessment

#### **Task Description**

**Length:** 2500 words\*

**Task:** Considering the period from 1945 to 1959, discuss 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?

### **Assignment presentation:**

- Include your name, student number and topic title
- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- You may use sub-headings to organise your assignment clearly
- You may refer to Youtube clips to demonstrate aspects of your discussion and reference appropriately
- Include in-text references
- Include a comprehensive reference list, adhering to the CQUniversity APA Style Guide
- All excerpts from URLs for music scores or recorded audio/video examples should include an in-text reference, and full details included in the reference list.
- Submit Microsoft Word (.docx) documents only.

**\*The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.**

### **Assessment Due Date**

Review/Exam Week Monday (10 June 2019) 11:45 pm AEST

### **Return Date to Students**

End of term 1

### **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