



MUSC12376 *History of Film Music 2*

Term 2 - 2017

Profile information current as at 30/04/2024 06:21 am

All details in this unit profile for MUSC12376 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 1960 to the present day. 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 2 - 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 Course Evaluations/ Moodle

Feedback

Students complimented the structure of the Moodle site and the ample, relevant course materials provided to support their learning.

Recommendation

Continue refining the Moodle site to offer the most in depth and relevant materials to support learning and assessment.

Feedback from Course Evaluations/ Moodle/ Verbal Feedback

Feedback

Research materials for assessment

Recommendation

Review assessment items to ensure the necessary research materials are abundant and easily sourced.

Unit Learning Outcomes

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

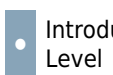
1. Describe the principal stylistic characteristics of film music from 1960 to the present day
2. Analyse the aural characteristics of film music from 1960 to the present day
3. Contextualise the developments in film music within the important technological, social and political movements from 1960 to the present day

Not applicable

Alignment of Learning Outcomes, Assessment and Graduate Attributes



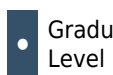
N/A
Level



Introductory
Level



Intermediate
Level



Graduate
Level



Professional
Level



Advanced
Level

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			
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

MUSC12376

Prescribed

Reel music: Exploring 100 years of film music
(2005)

Authors: Roger Hickman

W. W. Norton

New York , New York , USA

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 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Film music in the early 1960s	Chapters 20, 21	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Film music in the late 1960s	Chapters 22	

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Film music in the early 1970s	Chapters 23, 24	

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Film music in the early 1970s	Chapters 23, 24	

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 4: Film music in the late 1970s Chapters 25, 26

Written Assessment Due: Week 5
Monday (7 Aug 2017) 11:45 pm AEST

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 5: Film music in the 1980s	Chapters 27 - 29	
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Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 5: Film music in the 1980s	Chapters 27 - 29	
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Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 6: Film music in the 1990s	Chapters 30, 31	
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Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 6: Film music in the 1990s	Chapters 30, 31	Written Assessment Due: Week 9 Monday (11 Sept 2017) 11:45 pm AEST
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Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 7: Film music in the 2000s	Chapters: 32 - 34	
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Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 7: Film music in the 2000s	Chapters: 32 - 34	
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Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 8: Film music since 2010		
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Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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		Written Assessment Due: Review/Exam Week Monday (9 Oct 2017) 11:45 pm AEST
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Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

Write an essay of length 1500 - 2000 words on the following topic:

Compare and contrast the epic film music in the early 1960s with the types of film scores that appeared in the early 1970s.

By considering at least 4 epic films from the early 1960s and 4 films of the early 1970s, compare and contrast the different forms of film music scores that developed in each of these periods.

Discuss the social and political backgrounds that may have contributed to these styles of music scores and films. Each film discussed must include at least one film clip with a music cue sheet analysis linking the music score with the action on the screen. These primary sources must be used to support your argument.

Assessment Due Date

Week 5 Monday (7 Aug 2017) 11:45 pm AEST

Return Date to Students

Week 7

Weighting

30%

Assessment Criteria

- Appropriate selection of films scores for inclusion in the discussion (15%)
- Ability to present a clear and cohesive argument through the essay (25%)
- Depth of discussion and evidence of wide reading and research (20%)
- Accuracy and level of detail of music cue sheets for each film (20%)
- Accuracy of spelling, punctuation and grammar; lay-out of music cue sheets (10%)
- Correct use of academic referencing for in-text references and reference list (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 1960 to the present day
- Analyse the aural characteristics of film music from 1960 to the present day
- Contextualise the developments in film music within the important technological, social and political movements from 1960 to the present day

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Written Assessment

Assessment Type

Written Assessment

Task Description

Write an essay of length 1500 - 2000 words on the following topic:

By considering the film scores of films produced in the 1980s, examine ways that composers created innovative film scores. For each of the following music styles find 2 examples of film scores that make use of the following musical elements:

1. Non-Western music elements - instruments, textures, melody and harmony;
2. Synthesized music elements - pure electronic music as well as music created by electronically altering conventional instruments;
3. Popular music elements - including new scores as well as scores using borrowed popular music;
4. Traditional symphonic scores - including new scores as well as scores that incorporated borrowed classical music.

For each of the 8 film scores discussed, provide the URL of an excerpt of the film and a music cue sheet for each film segment. Discuss the way the music score enhances the film with the use of these musical elements, whether the music is diegetic or non-diegetic, and any other specific purpose that this music might play in the story-telling of the film.

Assessment Due Date

Week 9 Monday (11 Sept 2017) 11:45 pm AEST

Return Date to Students

Week 11

Weighting

30%

Assessment Criteria

- Appropriate selection of film scores for inclusion in the discussion (15%)
- Ability to present a clear and cohesive argument through the essay (25%)
- Depth of discussion and evidence of wide reading and research (20%)
- Accuracy and level of detail of music cue sheets for each film (20%)
- Accuracy of spelling, punctuation and grammar; lay-out of music cue sheets (10%)
- Correct use of academic referencing for in-text references and reference list (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 1960 to the present day
- Analyse the aural characteristics of film music from 1960 to the present day
- Contextualise the developments in film music within the important technological, social and political movements from 1960 to the present day

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

3 Written Assessment

Assessment Type

Written Assessment

Task Description

Write an essay of 2000 words in length on the following topic:

Discuss the contribution of 4 Australian-born composers to film scores for Australian produced and directed films since 1970. These films can include feature films, documentaries, animated films and films designed for television (including mini-series).

By referring to specific films, discuss their choice of musical elements and other social, political or cultural influences in the creation of their music scores for these films.

These musical elements may include:

1. Non-Western and/or indigenous music elements - instruments, textures, melody and harmony;
2. Synthesised music elements - pure electronic music as well as music created by electronically altering conventional instruments;
3. Popular music elements - including new scores as well as scores using borrowed popular music;
4. Traditional symphonic scores - including new scores as well as scores that incorporated borrowed classical music.

Assessment Due Date

Review/Exam Week Monday (9 Oct 2017) 11:45 pm AEST

Return Date to Students

End of examination period

Weighting

40%

Assessment Criteria

- Appropriate selection of film scores for inclusion in the discussion (15%)
- Ability to present a clear and cohesive argument through the essay (25%)
- Depth of discussion and evidence of wide reading and research (20%)
- Accuracy and level of detail of music cue sheets for each film (20%)

- Accuracy of spelling, punctuation and grammar; lay-out of music cue sheets (10%)
- Correct use of academic referencing for in-text references and reference list (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 1960 to the present day
- Analyse the aural characteristics of film music from 1960 to the present day
- Contextualise the developments in film music within the important technological, social and political movements from 1960 to the present day

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