



# MUSC12376 *History of Film Music 2*

## Term 2 - 2020

Profile information current as at 20/04/2024 01:47 pm

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 - 2020

- 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 Student evaluations

**Feedback**

Students found the textbook interesting and useful.

**Recommendation**

Continue using the textbook for this unit.

#### Feedback from Student evaluations

**Feedback**

Word count for assignments

**Recommendation**

The word count will be clarified for students in future offerings of this unit.

## 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



### 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

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

2nd Edition (2017)

Authors: Roger Hickman

W. W. Norton

New York , New York , USA

Binding: Paperback

#### Additional Textbook Information

If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks are available at the publisher's website.

[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 7th Edition \(APA 7th edition\)](#)

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 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 1:</b> The Revitalisation of International Filmmaking & The Tumultuous '60s	<b>Hickman:</b> Chapters 16, 17	

### Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 1:</b> The Revitalisation of International Filmmaking & The Tumultuous '60s	<b>Hickman:</b> Chapter 16 & 17	

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 2:</b> The Rockin' '60s	<b>Hickman:</b> Chapter 18	<b>Written Assessment: Epic Films</b> Due: Week 3 Friday (31 July 2020) 11:45 pm AEST

<b>Week 4 - 03 Aug 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 3:</b> Emerging from the Crisis Years	<b>Hickman:</b> Chapter 19	
<b>Week 5 - 10 Aug 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 4:</b> The New Wave and World Cinema	<b>Hickman:</b> Chapters 20	
<b>Vacation Week - 17 Aug 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 24 Aug 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 5:</b> Return of the Classical Score	<b>Hickman:</b> Chapter 21	
<b>Week 7 - 31 Aug 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 5:</b> Return of the Classical Score	<b>Hickman:</b> Chapters 21	
<b>Week 8 - 07 Sep 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 6:</b> Alternatives to the Symphonic Score	<b>Hickman:</b> Chapters 22	<b>Written Assessment: Film scores of the 1980s</b> Due: Week 8 Friday (11 Sept 2020) 11:45 pm AEST
<b>Week 9 - 14 Sep 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 7:</b> Box Office vs. Critics	<b>Hickman:</b> Chapter 23	
<b>Week 10 - 21 Sep 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 7:</b> Animations, Comedies, Romances and Fantasies	<b>Hickman:</b> Chapter 27	
<b>Week 11 - 28 Sep 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 8:</b> World Cinema after the Cold War	<b>Hickman:</b> Chapter 28	
<b>Week 12 - 05 Oct 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 9:</b> Blockbuster fantasies and adventures	<b>Hickman:</b> Chapter 29	<b>Written Assessment: Australian Film Composers</b> Due: Week 12 Friday (9 Oct 2020) 11:45 pm AEST
<b>Review/Exam Week - 12 Oct 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 19 Oct 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

# 1 Written Assessment: Epic Films

## Assessment Type

Written Assessment

## Task Description

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

Compare 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 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.

**\*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 referencing and direct quotations.**

## Assessment Due Date

Week 3 Friday (31 July 2020) 11:45 pm AEST

## Return Date to Students

Week 5

## 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 7th Edition \(APA 7th edition\)](#)

## 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: Film scores of the 1980s

## Assessment Type

Written Assessment

## Task Description

**Write an essay of 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.

**\*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 referencing and direct quotations.**

#### **Assessment Due Date**

Week 8 Friday (11 Sept 2020) 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 7th Edition \(APA 7th edition\)](#)

#### **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: Australian Film Composers**

#### **Assessment Type**

Written Assessment

#### **Task Description**

**Write an essay of 2000 words\* 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. 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.

*\*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 referencing and direct quotations.*

**Assessment Due Date**

Week 12 Friday (9 Oct 2020) 11:45 pm AEST

**Return Date to Students**

End of term

**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 7th Edition \(APA 7th edition\)](#)

**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