MMCS303
Music, Sound and Moving Image
S1 Day 2016

Department of Media, Music, Communication and Cultural Studies

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General Information

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Thursdays 2-4pm

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Credit points
3

Prerequisites
39cp

Corequisites

Co-badged status

Unit description
Moving images, in whatever form we consume them, are nothing without the soundtracks that underpin them and the soundscapes that surround them. This unit allows students to explore, analyse and create screen soundtracks building on theories of film and television studies, popular music studies, interactivity and gaming, genre, cultural history, audience engagement, narrative and character development. Fans, musicians, screen makers and anyone interested in exploring multimedia communication would benefit from this exploration into the unique interactions between music, sound and the moving image, as we break down the effectiveness of visual and sonic storytelling in a variety of contexts. Music, Sound and the Moving Image explores histories of screen and sound technologies and their interactions, but also uses these as a way to track and predict how future developments might play and sound out.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/
Learning Outcomes

1. Understand and recall ‘vocabulary’ for screen sound analysis
2. Create/synthesise practical skills in screen sound creation
3. Apply focused listening skills directly related to soundtracks
4. Evaluate the historical and technological developments in screen sound
5. Analyse the role of sound in different genres

Assessment Tasks

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<td>Assessment Task 2</td>
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<td>Assessment Task 3</td>
<td>40%</td>
<td>10 June 5pm</td>
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Assessment Task 1

Due: 29 March 5pm
Weighting: 30%

Assessment Task length: Must not exceed 1500 words (including your cue sheet).

Submission is via TURNITIN – no hard copy submission.

Choose ONLY ONE of the three scenes listed below from Moulin Rouge! (Baz Luhrmann, 2001) and complete an analysis of screen sound including, but not limited to, music's emotional effect and relationship with narrative.

These are the ONLY scene choices for analysis:


While you only need to engage with one clip, you will need to see the rest of the film in order to understand the contextual importance of the scene you are analysing and develop an argument of the overall importance of this scene.

The unit reader includes two existing readings of the film to support the analysis.

Students will present their findings as an annotated cue sheet (a blank template will be placed in iLearn) and a written analysis based on the identified cues. The cue sheet functions as the basis for the written analysis.
The most productive responses will begin by diagnosing key aspects of the relationship between sound and image, then exploring how these impact the film overall. You do not have to note every sound and image edit, but you will be expected to note and discuss at least 10 cues.

**Assessment criteria:** You will be assessed on your ability to diagnose screen sound as it occurs (i.e. log sound cues as they occur) AND comment on their significance critically. You will need to use appropriate vocabulary for film sound analysis.

This Assessment Task relates to the following Learning Outcomes:

- Understand and recall 'vocabulary' for screen sound analysis
- Apply focused listening skills directly related to soundtracks
- Analyse the role of sound in different genres

**Assessment Task 2**

**Due:** 29 April during tutes  
**Weighting:** 30%

Working in groups of 3–4 that will be allocated by the tutors students will create the soundtrack to a short section of a film as well as a 500 word justification (each student submits their own justification which will be marked separately to the group work).

Assessment tasks are to be submitted IN PERSON during your tutorials on April 29. Each member of the group MUST BE PRESENT to submit. Each group must submit one AUDIOVISUAL FILE (please label the file with all contributors' names or student IDs. In addition, each student must print and submit their own 500 WORD JUSTIFICATION. The group works will be presented to the rest of the class on the day of submission.

Groups must choose between the following clips:


**Please note:** In order to complete the task, students must download a clip from the links above and synch the sound to the given image track.

The focus of the assessment task is to create a soundtrack that works effectively with the events depicted in the scene.

Soundtracks should reflect the theoretical and practical foundations covered throughout the course. It is recommended that groups link the image and sound tracks on a simple home computer system such as iMovie or a PC equivalent. IF YOU ARE UNABLE TO DO THIS WITH YOUR EXISTING EQUIPMENT IT IS UP TO YOU TO DISCUSS WITH THE TUTORS SO THAT TIMELY ACCESS CAN BE ARRANGED.

**Assessment criteria:** The group work will be assessed on a pass/fail basis with a focus on the effectiveness of the created relationships between image and sound. The individual 500 word
justifications will be assessed separately with a focus on the student's ability to reflect on the group choices analytically.

This Assessment Task relates to the following Learning Outcomes:

- Create/synthesise practical skills in screen sound creation
- Evaluate the historical and technological developments in screen sound
- Analyse the role of sound in different genres

Assessment Task 3

Due: 10 June 5pm
Weighting: 40%

Assessment Task length: Must not exceed 2000 words (including references).

Submission is via TURNITIN – no hard copy submission.

Assessment task 3 will draw primarily on material from the second half of the course, however material from the first half of the course will also benefit here.

The best way to achieve maximum results for this task is to maintain a commitment to the course by keeping up with weekly lectures, tutorials and readings.

Please note: This is a formal essay which will require clear referencing and appropriate research. The weekly readings and other recommended texts are an important place to start for this assessment task. You MUST refer to at least three (3) academic sources on the topic in your essay.

Essay question choices:

1. Musical moments in film. Choose two 'musical moments' (as defined by Amy Herzog) from films that abide to different genre conventions. Analyse the impact of the musical moments on the films' narratives and reflect on your findings in relation to their genre specificity.

2. Sounding bodies. Choose two screen media pieces from different time periods that depict the actions of human bodies with sound. Examine the ways in which sound relates to the body and compare your examples analytically with reference to their historical context.

Assessment criteria: You will be assessed on your ability to describe the audiovisual texture of your chosen examples as well as on your ability to contextualize the examples to genres and/or historical periods. Your use of academic literature will be assessed with particular attention placed on the appropriateness of the literature to your examples.

This Assessment Task relates to the following Learning Outcomes:

- Understand and recall 'vocabulary' for screen sound analysis
- Evaluate the historical and technological developments in screen sound
- Analyse the role of sound in different genres
Delivery and Resources

Compulsory weekly readings are listed below. They are available at the Printery for on demand printing. Students are expected to bring the unit reader to class each week.

Week 1 (4.3.)


Week 2 (11.3.)

Week 3 (18.3.)


Week 4 (1.4.)


Week 5 (8.4.)

Week 6 (29.4.)


Week 7 (6.5.)


Week 8 (13.5.)


Week 9 (20.5.)


Week 10 (27.5.)


Week 11 (3.6.)

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html


Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your
student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application http://www.mq.edu.au/pubstatic/public/download/?id=167914

Information is correct at the time of publication

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University’s IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them
competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

**Learning outcomes**

- Understand and recall 'vocabulary' for screen sound analysis
- Apply focused listening skills directly related to soundtracks
- Analyse the role of sound in different genres

**Assessment tasks**

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3

**Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

**Learning outcomes**

- Understand and recall 'vocabulary' for screen sound analysis
- Apply focused listening skills directly related to soundtracks
- Evaluate the historical and technological developments in screen sound
- Analyse the role of sound in different genres

**Assessment tasks**

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3

**Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in
order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

**Learning outcome**
- Evaluate the historical and technological developments in screen sound

**Assessment tasks**
- Assessment Task 2
- Assessment Task 3

**Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

**Learning outcome**
- Create/synthesise practical skills in screen sound creation

**Assessment task**
- Assessment Task 2

**Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

**Learning outcomes**
- Understand and recall 'vocabulary’ for screen sound analysis
- Create/synthesise practical skills in screen sound creation
- Apply focused listening skills directly related to soundtracks
- Analyse the role of sound in different genres

**Assessment tasks**
- Assessment Task 1
- Assessment Task 2
- Assessment Task 3
Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

**Learning outcome**

- Analyse the role of sound in different genres

**Assessment tasks**

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

**Learning outcomes**

- Create/synthesise practical skills in screen sound creation
- Evaluate the historical and technological developments in screen sound
- Analyse the role of sound in different genres

**Assessment tasks**

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.
This graduate capability is supported by:

**Learning outcomes**

- Apply focused listening skills directly related to soundtracks
- Evaluate the historical and technological developments in screen sound
- Analyse the role of sound in different genres

**Assessment tasks**

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3

**Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

**Learning outcomes**

- Understand and recall ‘vocabulary’ for screen sound analysis
- Create/synthesise practical skills in screen sound creation
- Evaluate the historical and technological developments in screen sound

**Assessment tasks**

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3