



# MMCC3130

## Music, Sound, and Moving Image

Session 1, In person-scheduled-weekday, North Ryde 2025

*School of Humanities*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	4
<u>Unit Schedule</u>	5
<u>Policies and Procedures</u>	5
<u>Changes from Previous Offering</u>	7

#### Disclaimer

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## General Information

Unit convenor and teaching staff

Convenor

Sarah Keith

[sarah.keith@mq.edu.au](mailto:sarah.keith@mq.edu.au)

Contact via via Contact Staff link on iLearn

25WW C317

Wednesday 10-11 on Zoom

Credit points

10

Prerequisites

130cp at 1000 level or above

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 caters for students wishing to explore, analyse and create image and audio-rich projects relating to their specialist interests. Students will complete a practical project that engages with unique interactions between combinations of sound, music, still and moving images, as we explore visual and sonic storytelling in a variety of contexts.

This unit also provides students with a sophisticated understanding of the affective and dramatic potential of sonic and visual design and production; it examines how meaning is constructed from these elements; explores how sensory and cognitive function informs audience reception; and surveys a range of cultural and historical expressions of audio/audio-visual media and other related performance forms. The unit explores histories of screen and sound technologies and their interactions, but also uses these as a way to imagine and predict how future developments might feel, play and sound out.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

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

**ULO1:** synthesise and communicate key debates in the field.

**ULO2:** apply theoretical knowledge to, and practical skills in, screen sound creation.

**ULO3:** apply focused and critical listening skills.

**ULO4:** evaluate the historical and technological developments in screen sound.

**ULO5:** analyse the role of sound in different musical and moving image genres.

## General Assessment Information

### Late Assessment Submission Penalty:

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted.

Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs) will be addressed by the unit convenor in a Special Consideration application.

## Assessment Tasks

Name	Weighting	Hurdle	Due
Soundtrack analysis	50%	No	13/04/2025
Soundtrack	50%	No	06/06/2025

### Soundtrack analysis

Assessment Type <sup>1</sup>: Qualitative analysis task

Indicative Time on Task <sup>2</sup>: 50 hours

Due: **13/04/2025**

Weighting: **50%**

Students will complete an analysis of a soundtrack using appropriate screen sound concepts and terminology. Refer to iLearn for further information.

On successful completion you will be able to:

- synthesise and communicate key debates in the field.
- apply focused and critical listening skills.

- evaluate the historical and technological developments in screen sound.
- analyse the role of sound in different musical and moving image genres.

## Soundtrack

Assessment Type <sup>1</sup>: Creative work

Indicative Time on Task <sup>2</sup>: 50 hours

Due: **06/06/2025**

Weighting: **50%**

Students will create the soundtrack to accompany a short film. The soundtrack will be accompanied by an artist statement integrating unit concepts and research, explanation of process, and acknowledgement of sources. Refer to iLearn for further information.

On successful completion you will be able to:

- synthesise and communicate key debates in the field.
- apply theoretical knowledge to, and practical skills in, screen sound creation.
- apply focused and critical listening skills.
- analyse the role of sound in different musical and moving image genres.

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

### Required Equipment

All students require good-quality headphones or other high-fidelity playback equipment to complete learning activities and assessments. **On-campus students must bring a pair of headphones to all tutorials.** Refer to iLearn for more information.

Students will also need access to a **computer** with **software** capable of producing a soundtrack to accompany a video. Students enrolled in on-campus tutorials will have access to lab computers and software. For students enrolled in online tutorials or undertaking work on their own computer, suitable software includes but is not limited to: Adobe Audition, Adobe Premiere, iMovie, Garageband, Final Cut Pro, Ableton Live, and Da Vinci Resolve. Refer to iLearn for more

information.

## Delivery

All lectures for this unit are delivered online as video recordings, via Echo360.

## Unit Schedule

Lectures commence in Week 1. Tutorials commence in Week 2.

- **Week 1:** Introduction
- **Week 2:** Hearing the screen
- **Week 3:** Classical approaches
- **Week 4:** Modern approaches
- **Week 5:** Analysing music on screen
- **Week 6:** Creating the soundtrack
- **Week 7:** Sound design
- **Week 8:** Documentary sound
- **Week 9:** Popular music and the screen
- **Week 10:** Horror and Sci-Fi
- **Week 11:** Sound and Identity
- **Week 12:** Interactive Sound
- **Week 13:** *No Lecture*

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/support/study/policies) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>)

[du.au](#)) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 [connect.mq.edu.au](https://connect.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

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

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)

- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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.

## Changes from Previous Offering

The Learning Portfolio (30%) assessment has been removed and the remaining two assessment weightings have increased.

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Unit information based on version 2025.03 of the [Handbook](#)