

Module Code:	CMT527
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Module Title:	Audio-Visual Narrative
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Level:	5	Credit Value:	20
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Cost Centre(s):	GACT	<u>JACS3</u> code:	J930
		<u>HECoS</u> code:	100222

Faculty :	Arts, Science and Technology	Module Leader:	Stephen C. Kenyon-Owen
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Scheduled learning and teaching hours	48 hrs
Guided independent study	152 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) Sound Design (including Foundation Year)	✓	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval: 13/03/2018

Version no:1

With effect from: 01/09/2019

Date and details of revision:

Version no:1

Module Aims

- Develop students understanding of the use of audio in creating meaning through a variety of media.
- Build on the introductory work undertaken at Level 4, expanding analytical and technical approaches.
- Engage students in the process of reading and analysing media texts, to encourage a considered critical awareness of the processes of both textual interpretation and construction.
- Present the opportunity to produce media product related to the core content of the module.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Be confident in the skills of textual analysis and interpretation	KS1	KS3
		KS5	KS6
2	Understand the importance of research, critical analysis and the application of appropriate academic theories.	KS1	KS3
		KS5	KS6
		KS9	
3	Effectively communicate analytical approaches and textual understanding.	KS1	KS2
		KS4	KS6
		KS9	
4	Interpret textual content in order to create a media product.	KS1	KS3
		KS4	KS6
5	Recognise and utilise required technology to produce a media output.	KS2	KS8
		KS9	

Transferable skills and other attributes

- The ability to stay motivated throughout a challenging degree programme, to manage time efficiently and meet all deadlines promptly.
- Undertake detailed research in a methodical and productive way utilising a wide variety of resources.
- Clear analytical skills and the ability to read and interpret texts in a cogent and informed manner.
- Communication and interpersonal skills.
- Apply analytical and theoretical skills to a technical project.

Derogations

None

Assessment:

1. A portfolio of analytical writing on the use of audio to generate meaning in key media texts, chosen by the student.
2. Creation of media artefact(s) that illustrate how audio can create meaning within visual media.

For both assessment tasks, students may choose to subdivide the 2000 word /equivalent into shorter pieces, for example, 2x1000 word essays for Assessment 1, or smaller projects for Assessment 2. (see Indicative Assessment Tasks for examples). This will be negotiated with the tutor.

Indicative Assessment Tasks:

1. Using two or more films, analyse the use of sound to heighten emotional impact in scenes of your choosing (2000 words).
Or:
Analyse the use of audio in the *Halo* video game to focus player attention on both narrative, and moments of play (1000 words). How does the use of sound in video games deliver information to the player? Discuss, using at least three video game texts. (1000 words)
2. Creation of a media artefact with custom audio content created by the student (larger 2000 word/equivalent piece).
Or:
Remove and replace the audio in two of the following, to alter the meaning of the work:
 - a) Advert
 - b) Section of short film
 - c) Video game

Note - you may also edit visuals.
(Two shorter 1000 word/equivalent pieces)

All created media artefacts will also be accompanied by a research diary, which will include:

- Outline
- Project progression report
- Reflection

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-3	Portfolio	50	n/a	2000
2	3-5	Essay	50	n/a	2000

Learning and Teaching Strategies:

The delivery of the module will include a range of teaching methods, including lectures, seminar examination of case studies, project work, and tutorials.

Syllabus outline:

The indicative content of the module will be purposely broad, examining the use of audio in such diverse areas as:

- Film
- Television
- Advertising
- Video Games
- Emergent Media

Indicative Bibliography:

Essential reading

Kelomees, R and Hales, C.V. (2014), *Expanding Practices in Audiovisual Narrative*. Newcastle: Cambridge Scholars Publishing.
Weis, E. and Belton, J. (1985), *Film Sound: Theory and Practice*. West Sussex: Columbia Univ. Press.

Other indicative reading

Excerpts of texts will be provided throughout the module, with sample content including:

Barthes, R. (1977), *Introduction to the Structural Study of Narrative: Image, Music, Text*. London: Fontana Press.
Bordwell, D. and Thompson, K. (2012), *Film Art An Introduction*. New York: McGraw-Hill.
LoBrutto, V.A. (1994), *Sound-On –Film*. USA: Preagar Publishers.
Milldorf, J. and Kinzel, T. (2016), *Audionarratology: Interfaces of Sound and Narrative*. Germany: CPI Books.

In addition to the above, up to date online content (for example, interviews with video game sound designers) will also be used to maintain emergent context alongside 'traditional' practice.