

Rebecca East

SOUND DESIGN: RADIO PLAYS

DAY ONE

Description: After being introduced to what a sound designer does, we will talk about how sound designers create or find their sounds. Students will work in small groups over the course of the next 3 class periods to write a 3-5 minute story with a beginning, middle, and end, with 30 different sounds and perform their stories radio-play style. They will use pre-recorded and foley sounds to enhance their stories.

Subject Matter: Sound design, playwrighting, foley sound, sound designer's job, radio plays

Rationale: Students will fulfill design TEKS with this unit on sound design

Materials Needed: laptop, TV / projector, youtube link to foley video, assignment sheet with sound log (below), laptops / phones to access Google Docs, access to many classroom materials, props, or furniture pieces to create Foley sounds

Foley video: https://www.youtube.com/watch?v=UO3N_PRIgX0

Objectives: By the end of this lesson, students will be able to...

- Demonstrate understanding of the role of a sound designer by designing and creating sounds for a story
- Write a script that has a beginning, middle, and end to be performed with sound cues
- Collaborate to design the world of an original story
- Experiment making sounds with classroom and personal objects to incorporate into their Foley sound logs

TEKS Addressed:

117.323.C.2.c: identify the production team such as designers, director, crew members, playwright, and stage manager and their duties

117.323.C.4.d: identify and understand the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media

Time: 90 minutes

Lesson

Preset: Have the Foley sound video pulled up and ready to be plugged in to the TV or projector, and have a clear space for the students to see the TV

Activities and Timeframe:

Check In (3 minutes)

Attendance will be taken and students will be asked “how are you, how was your weekend,” so a beginning of class check in can happen. Students can raise their hands and share out a response.

Group Game (15 minutes)

Allow two students to pick a random game from the game file. Have the class vote on which of those two games to play. If the class overwhelmingly doesn’t like one or either of the games, allow different students to draw for a different game. Follow the instructions on the game card and play.

Instruction (15 minutes)

Introduce the new unit: Sound Design. Ask the class the following questions:

Does anyone know what a sound designer does?

What are the 3 main things a sound designer does for a production?

(answer: amplify the sound, design/find/create sound effects, add music or musicians to create sound)

After a brief discussion on what a sound designer does, introduce the term “Foley sound design.” and ask the class the following questions:

Does anyone know what Foley Sound is?

How would you use live Foley sound in a stage production?

Then, explain that Foley sound is also used in most TV and film sets as well and show the video clip. After the video, ask the following questions:

Does anyone know what a radio play is? Can you explain?

Then, explain a little bit about the history of radio plays and how sound was utilized in their vocal storytelling, advertisements, and special effect sounds. Explain that for the next 3 days they will be working on creating radio plays in small groups for their next project. See instructions on the worksheet and explain all of the requirements for their radio plays. Have them sit with their groups and then give them a worksheet with the instructions written out and with the sound log they must do.

Group Work (56 minutes)

The priority for each group is to come up with a story idea and type out their scripts. 1 page of dialogue = 1 minute acted out. If they are trying to figure out sound effects before their story, then redirect them to do what sound designers do: design for a story. Touch base with each group at least every 15 minutes to help troubleshoot or clarify expectations.

Closing (1 minute):

Tell students they can pack up their stuff and put any class materials away. Use this time to check in with groups one last time.

DAY TWO

Time: 90 minutes

Lesson

Preset: Open space for students to work in small groups scattered around

Activities and Timeframe:**Check In (3 minutes)**

Attendance will be taken and students will be asked “how are you, how was your weekend,” so a beginning of class check in can happen. Students can raise their hands and share out a response.

Group Game (15 minutes)

Allow two students to pick a random game from the game file. Have the class vote on which of those two games to play. If the class overwhelmingly doesn’t like one or either of the games, allow different students to draw for a different game. Follow the instructions on the game card and play.

Group Work (71 minutes)

The groups should pick up where they left off last class, but they should be completely done writing their scripts by the end of this class and be inserting where they will have sound cues. If they are trying to figure out sound effects before their story, then redirect them to do what sound designers do: design for a story. Touch base with each group at least every 15 minutes to help troubleshoot or clarify expectations. Encourage students as they finish writing to use different materials they see in the classroom to begin designing their Foley sound cues.

Closing (1 minute):

Tell students they can pack up their stuff and put any class materials away. Use this time to check in with groups one last time.

Extension Activity/Homework (if any):

None.

DAY THREE

Time: 90 minutes

Lesson

Preset: Open space for students to work in small groups scattered around

Activities and Timeframe:

Check In (3 minutes)

Attendance will be taken and students will be asked “how are you, how was your weekend,” so a beginning of class check in can happen. Students can raise their hands and share out a response.

Group Game (15 minutes)

Allow two students to pick a random game from the game file. Have the class vote on which of those two games to play. If the class overwhelmingly doesn’t like one or either of the games, allow different students to draw for a different game. Follow the instructions on the game card and play.

Group Work (71 minutes)

The groups should be designing sound cues and rehearsing their scenes. Touch base with each group at least every 15 minutes to help troubleshoot or clarify expectations. Encourage students as they finish writing to use different materials they see in the classroom to begin designing their Foley sound cues. If students are not on their feet or using materials 20 minutes into the lesson check in on them and ask them to begin rehearsing. Make sure students are remembering to fill out their sound logs as they go.

Closing (1 minute):

Tell students they can pack up their stuff and put any class materials away. Use this time to check in with groups one last time.

Extension Activity/Homework (if any):

None.

Rebecca East

SOUND DESIGN: RADIO PLAY PERFORMANCES

Description: After learning about the role of a sound designer and spending 3 days developing radio plays with original sounds in them, students will perform their radio plays to the class and demonstrate the ability to design and create sound for a live performance.

Subject Matter: Sound design, playwrighting, foley sound, sound designer's job, radio plays

Rationale: Students will fulfill design TEKS with this unit on sound design

Materials Needed:

Objectives: By the end of this lesson, students will be able to...

- Demonstrate understanding of the role of a sound designer by designing and creating sounds for a story
- Write a script that has a beginning, middle, and end to be performed with sound cues
- Collaborate to design the world of an original story
- Experiment making sounds with classroom and personal objects to incorporate into their Foley sound logs

TEKS Addressed:

117.323.C.2.c: identify the production team such as designers, director, crew members, playwright, and stage manager and their duties

117.323.C.4.d: identify and understand the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media

Time: 90 minutes

Lesson

Preset: Have a partition of UIL flats up in a part of the room with a table or two behind it

Activities and Timeframe:

Check In (3 minutes)

Attendance will be taken and students will be asked “how are you, how was your weekend,” so a beginning of class check in can happen. Students can raise their hands and share out a response.

Group Game (15 minutes)

Allow two students to pick a random game from the game file. Have the class vote on which of those two games to play. If the class overwhelmingly doesn't like one or either of the games, allow different students to draw for a different game. Follow the instructions on the game card and play.

Last Minute Rehearsal (10 minutes)

Students should get with their groups for a last minute check-in to decide who will read what roles in their scripts and test out any last minute Foley sounds. Remind students that you will pick up their worksheets after they perform so this is their last chance to complete their sound logs. They should also be using this time to upload their scripts to Blend, and if they do not, they have until the end of the class period to submit them or they will be considered late.

Performances (52 minutes)

One group at a time should go behind the partition and set up their Foley materials, laptops, and prepare to begin their radio plays. They will have 3 minutes in between each play to take down / set up the next group's materials. Keep timer and take notes on the presentations for later feedback. Collect worksheets at the end of each performance.

Clean Up (5 minutes)

Have students put away all materials and break down the partition and tables if there are no more classes using it in later periods.

Closing (5 minutes):

If there is time left over after clean up, ask students to go around and share their favorite sound effect and allow the designers to explain how they made those sounds happen.

Extension Activity/Homework (if any):

None.

Contingencies:

- If the performances take longer, then ask the closing question as they clean up and let it be a more casual closing. Wrap up formally at the top of the next class.
- If there is a lot of time left at the end of class then allow for more people to share their favorite sounds / moments in the plays

Sound Design: Radio Show Project

Tech Theatre I

Directions:

- As a group (3-4), you are to create an original script for an old-fashioned radio program.
- Your radio program should be created using only sound; there are no visual elements included in your presentation.
- All of the dialogue must be written in script form.
- Actors may read from script, but it should sound well rehearsed.
- Sound effects should be relevant and enhance the script.
- Sound effect: minimum of 30
- Sound effects can be created using voice, body, props and electronics. **No more than 10 cues can be created electronically.**
- Groups will perform their piece for class from behind a wall, so all we hear is sound!
- Groups must turn in:
 - o Sound effects log
 - o Complete script with sound cues written in

Grading:

- **Script- 20 points**
 - o Script has clear beginning, middle and end. Characters, setting, conflict and resolution are evident.
 - o Should be easy to read!
- **Sound effects (total of 30)- 50 points**
 - o Effects enhance mood- 15%
 - o Effects enhance reality of setting – 15%
 - o Sound effects are produced creatively- 20%
- **Performance-20 points**
- **Sound effects log- 10 points**

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