

**EPISODE 3** 

# HEARING IS BELIEVING



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#### **Objectives**

We will **understand** how sound contributes to meaning in a text; We will **analyze** and **evaluate** the effectiveness of sound in a text; and We will **create** our own texts and enhance them with sound.

#### **Common Core Standards**

Reading Informational Texts: 1, 4-5, 7, 9-10

Writing: 2e, 3a-e

Speaking and Listening: 1a-d, 5

Language: 4c, 5a

#### **Canadian Provincial Standards**

Reading and Viewing: 6.2., 7.1., 7.3.1-4.

Writing and Other Ways of Representing:

8.1.3-6., 9.1., 9.2.1., 9.3.2., 10.3-4.

Speaking and Listening: 1.1., 1.4., 2.1., 2.3-.4., 3.1-2







**TELUS** independent

#### **Materials**

Teacher computer/laptop and projector or individual student devices

Drawing paper

Crayons or markers

Poster board (optional)

Various household items (for commercials and foley work)

A short music video or two which students can easily access

Exit ticket slips or sticky notes



# In today's episode, we saw how sound effects and music can affect our emotional response to information. Let's explore these concepts further!



**Note:** Discussions throughout these lesson plans can take a variety of forms. For classrooms, we suggest shoulder/table partners and/or mix-pair-shares (and other collaborative learning tools). For smaller groups, such as homeschool environments, organic one-on-one discussions can be just as effective. A tip for successful discussions is to provide wait time. Also, students might be better able to share if they've verbalized or written down their ideas informally first.

### Vocabulary

mood, tone, onomatopoeia, haiku, acrostic





### ACTIVATE

#### Option #1 (15 minutes)

**Apply**: Discussion Question: What is your happy place? What sounds do you associate with this place? Do the sounds contribute to the emotions you feel about this place?

**Create** and **Analyze**: As a whole class, use <u>Mentimeter</u> to create a live word cloud with sounds provided by each student. Once finished, analyze your word cloud to see if any sounds appear bigger. These are sounds that more of us associate with our happy places!



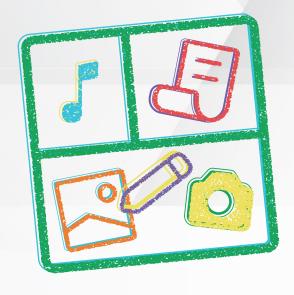
### Option #2 (15 minutes)

Create: Use Music for Drawing to play classical music. As you are listening, draw a picture.

**Evaluate**: Discuss: What mood does your picture reflect? Is it sad? Happy? Spooky? Compare with a friend or classmate. Were you affected similarly or differently?

**Analyze**: What led you to draw that picture? How did the sound of the music inspire your artwork?

Student Question/Answer Sheet on Page 5





Name:	

#### **ACTIVATE**



#### **Evaluate**

- 1. What mood does your picture reflect? Is it sad? Happy? Spooky?
- 2. Compare with a friend or classmate. Were you affected similarly or differently? How can you tell a photo is edited?

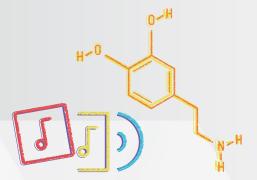
#### **Analyze**

- 1. What led you to draw that picture?
- 2. How did the sound of the music inspire your artwork?





### **LEARN & DO**



#### Option #1 (45-60 minutes)

In the video, Nicole Stamp showed us how sound effects can add importance to a newsreel or give us a shot of dopamine (as with ASMR). Music in major or minor keys can have a very different effect, too. There's no end to how sound is at work in the media we consume. Imagine, there are people whose job it is to add the sound to existing video!

**Understand**: Watch this video to better understand the job of a Foley artist.

**Evaluate**: Discuss what you learned: What was most surprising? Is this a job you'd enjoy? Do you agree that foley artists are actors? Why or why not?

**Create**: In a group of 2-3, write a short script for a commercial for an object (something you can get your hands on easily). Then, using <u>Flipgrid.com</u>, create a short video in which you pitch this object to consumers using at least 5 sound effects.

(note: all members of the group should have a role, including either acting in the commercial and/or creating sound effects. All should contribute their ideas.)

#### Option #2 (45 minutes)

When Nicole Stamp was called "a big pink gumball" the first time, it was accompanied by a laugh track. The second time, absent the laugh track, "a big pink gumball" seemed more like bullying. Tone and mood are both literary terms that relate to emotion. The author's emotional position toward the subject sets the tone of the piece. So, when the producers played funny music, we all laughed with them at Nicole Stamp's pink fit. You could say that the tone affected our mood. Mood is how the audience (us!) emotionally processes the piece. So, when we didn't laugh as hard the second time, we demonstrated a change in our mood.

You will be given links to a video or two which have been provided by your teacher.

Analyze: The first time you watch it/them, listen to the soundtrack(s) and think about how it/they demonstrate(s) tone and affect(s) your mood.

**Evaluate**: Discuss the similarities and differences of your answers.

**Create**: Next, watch the video without sound. What other soundtrack could you add to it in order to project a different tone and elicit a different mood? Add that to a copy of the video and share it with the class and/or your tablemates/small group.

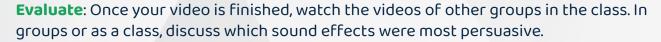




### REFLECT & ASSESS



### Option #1 (tied to Option #1 above, 30 minutes)



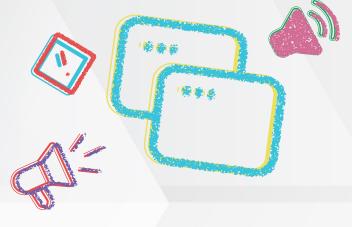
**Remember**, **Analyze**, and **Evaluate**: Think back on all the advertisements you've seen online or on TV. Discuss ways in which you've personally been motivated by sound effects. Is there a commercial or ad that stands out?

### Option #2 (tied to Option #2 above, 30 minutes)

**Evaluate**: Finally, in groups or as a whole class, discuss your re-mixed video: Why did you choose that particular sound? How were others impacted/changed by it? (same as for option #1)

**Remember**, **Analyze**, and **Evaluate**: Think back on all the advertisements you've seen online or on TV. Discuss ways in which you've personally been motivated by sound effects. Is there a commercial or ad that stands out?













### Option #1 (30-45 minutes)

**Understand**: Words that reflect the sound the word makes are called onomatopoeias. Visit Kenn Nesbit's (former U.S. Children's Poet Laureate) <u>Poetry 4 Kids</u> website to learn about using onomatopoeias to enhance poetry.

**Create**: Think back to your happy place. Write a poem (could be a <u>Haiku</u> or <u>Acrostic</u>, even) using onomatopoeia as description. Avoid naming the place in the poem. Instead, make the title the location. An example is provided below:



#### **BIKE SHOP**

Door **chimes**, shoes **squeak**, wheels **whir**, register **dings**, a **ticking** 10-speed is **whisked** out the door.



### Option #2 (45-60 minutes)

**Remember** everything we've learned about the ways in which sound and music can create an emotional response to media. What are some ways we can avoid being manipulated in this way? For example, one answer might be scrolling through reels without sound.

**Create:** a poster that could be hung in a library or classroom that offers tips to safeguard against being too strongly influenced by sound and music. You can design and create your poster on <u>Canva</u> and share with classmates online, or you can design it on poster paper. Either way, consider a gallery walk.





### (5-10 minutes)



#### **RESOURCES**

Mentimeter - (https://www.mentimeter.com/app/home)

Music for Drawing - (https://www.youtube.com/watch?v=RU-EBPP-lcg)

Flipgrid.com - (http://Flipgrid.com)

Haiku: Definition and examples - (https://www.britannica.com/art/haiku)

Canva - (https://www.canva.com/)

#### **REFERENCES**

Academy Originals. (2016). Foley Artists: How Movie Sound Effects Are Made. YouTube.

Augustyn, A. (2024.). Haiku. Britannica.

Nesbitt, K. (2024). How to Write an Onomatopoeia Poem. Poetry4Kids.com.

https://poetry4kids.com/lessons/how-to-write-an-onomatopoeia-poem/



