# DIGITAL THEATRE[+]

# ARE YOU TEACHING SOUND?

# Are You Teaching Sound?

There are lots of ways to introduce and teach the skill of sound design in the classroom. This handbook introduces several resources on Digital Theatre+ which you can use and provides suggestions on how they can be implemented in your classroom.

This is by no means a comprehensive list of everything on DT+ related to sound and sound design. It's a curated list of content which you can easily integrate into your curriculum.

The best way to use this handbook is to look through it before you begin planning a unit on the topic or skill being addressed to help make your planning easier. You can refer to it throughout the planning process to discover resources which can be used for one class period, multiple class periods, or for various student learning levels.

## Levels

Resources are labelled as **Starter**, **Intermediate**, or **Advanced**.

**(S) Starter:** Students need no prior subject or content knowledge for this resource. For example:

- A middle school class who are being introduced to the topic for the first time.
- An introductory high school class who are just beginning to learn about the topic.
- An intermediate high school class reviewing prior learning.

**(I) Intermediate:** Students should have basic, foundational knowledge to engage with this resource. For example:

- A middle school class who have been introduced to the topic and are now extending their knowledge.
- A high school class who have been introduced to the topic and are now extending their knowledge.
- High school students who are reviewing prior learning before continuing on to advanced study.

**(A) Advanced:** Students need a solid understanding of the subject and content to engage with this resource. For example:

- High school students with solid foundational knowledge who are looking to challenge themselves.
- Advanced high school students building on intermediate knowledge and extending their learning.

All resource levels are not intended to be used in one course. Resources and resource levels are meant to scaffold student learning through learning stages as students increase and extend their depth of knowledge.

You might use resources from two consecutive levels with one class, for example starter and intermediate resources with a middle school group, or intermediate and advanced resources with a high school group.

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## Example Learning Outcomes

Students will be able to:

- Identify the role of a sound designer and how they work together with the creative team.
- Consider, evaluate, and refine sound design choices.
- Understand and apply the steps/stages of the sound design process.

## Resources

### Icons

▶ A/V Resource          ✎ Written Resource

### (S) Starter

▶ **Spotlight On: The Sound Designer**

✎ **Spotlight On: The Sound Designer Workbook**

▶ **Unlocking Sound**

✎ **Unlocking Sound — Student Workbook**

✎ **Unlocking Sound — Teacher Notes**

▶ **How To: Sound**
- **How To Foley Footsteps**
- **How To Foley Atmospheres**
- **How To Foley Horses**

### (I) Intermediate

▶ **Designers: Process and Practicalities**

✎ **Creative Choices: Discussion Questions**

✎ **Evaluation template — Design/Technical Theatre**

▶ **Practitioners on Practice — On Sound Design: An Interview with Gareth Fry**

### (A) Advanced

▶ **Key Concepts in Sound Design**

▶ **Master Cast Episode Four: Creating the World**

✎ **Master Cast: Extension Exercises and Questions**

# Sequence

If you're looking for a way through some of the resources listed above and ideas on how they can be used in the classroom to scaffold learning, look here.

***Please note** that this list is not exhaustive and only includes a sampling of the resources available on DT+.*

This outlines one way you could scaffold these resources. Depending on the level of your students, and their prior knowledge, you could begin and end at any point in the pathway. For example, if you begin with starter resources, you may work up to intermediate resources. If you begin at intermediate, you may go up to advanced. We do not envision you would use all of these resources in the same course, with the same level of student.

Introduce the role of a sound designer with:

**Spotlight On: The Sound Designer**

**Spotlight On: The Sound Designer Workbook**

- This short e-learning video and companion student workbook introduces the role of the sound designer: Who they are and what they do, using clips from productions and interviews and extension activities.

- Watch the video together and then go through the student workbook to reinforce and extend learning.

- Have your students watch the video at home and then spend the next class discussing what they learned and completing the activities in the workbook together.

- **Estimated time required:** **1** **class period.**

> **Teacher tip:**
> For more able students, direct them to the full production of one of the clips so that they can explore other sound design choices that are made in the production. Consider the following questions: *What does the sound designer keep the same throughout the production and what do they change?*

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**(S)** Once students are familiar with the role of a sound designer you can move on to:

**Unlocking Sound**

**Unlocking Sound — Student Workbook**

**Unlocking Sound — Teacher Notes**

- This e-learning video and companion workbook allows students to look closely at sound design and how sound creates an environment and soundscapes tell a story. The workbook includes a variety of activities for students to apply what they have learned.

- This is a complete unit of work which follows the e-learning video. Use all of the included activities, or select specific ones which are the best fit for your class. Estimated times are included for all activities. The complete unit of work can take approximately 8 to 9 60-minute class periods, depending on how much time you dedicate for the longer activities.
  *Note: Contains strong nudity and strong violence.*

- **Estimated time required:** **1-9** **class periods.**

> **Teacher tip:**
> Use any of the videos in **How To: Sound** to differentiate, extend, and support activity
> A1: Dissect the Sound, or to support your students as they learn and apply specific sound design skills.

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**(I)** To take your students through some of the finer details involved in the design process, watch the chapter 'Gareth Fry on Sound' in:

**Designers: Process and Practicalities**

- In this short excerpt, Gareth takes you through how music and sound can be used when creating a sound design. He also discusses the differences between sound and music.

- After viewing the clip, hold a discussion with your class on the role of the set designer and their process using questions 2–5 in the Designers — Process and Practicalities section of **Creative Choices: Discussion Questions**

- **Estimated time required:** **30** **minutes.**

> **Teacher tip:**
> For students who are focusing on sound design, the full interview with Gareth is also available:
> **Practitioners on Practice — On Sound Design: An Interview with Gareth Fry**.

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**A**

Students who have a solid foundation and good understanding of sound and sound design can watch:

**Key Concepts in Sound Design**

*\*Note: This video contains strong adult themes and moderate sexual violence or threat.*

- This video uses multiple productions from DT+ to demonstrate how design decisions support storytelling on stage.

- Watch the video together as a class and conduct a detailed discussion on the clips shown, breaking them down into the individual sections within the video:
  - Imitating Reality
  - Atmosphere and Narrative
  - Live Music
  - Metaphor
  - Soundscapes
  - Sound as Text

- Have students view the video at home and bring questions and thoughts to the next class period to prompt discussion — these discussions could be held as a full class, in smaller groups, or could be a Socratic seminar.

- **Estimated time required:** **1** **class period.**

**I**

Assess the knowledge your students have gained by having them watch a production on Digital Theatre+ and evaluate the sound design using:

**Evaluation Template — Design/Technical Theatre**, Topic Choice 1

- **Estimated time required: This varies depending on the production chosen and time allotted to complete the written evaluation.**