

Unit 2-Sound in Movies

SUBJECT	TEACHER	GRADE	DATE
Intro to Animation and Film	Ms. Breese	7 th and 8 th	10/22/18 Weeks 11 & 12

OVERVIEW

This week we are diving into sound production. The students will be learning about the different types of microphones, the best microphone for every situation, how to get the best sound, and how to avoid recording bad sound. We will look at how they get the sound we hear in movies and what role it plays in storytelling. They will have the task of gathering ten different sound effects, and we will begin to build our sound library for our next project.

MATERIALS	Films, Videos, and PowerPoints
<ul style="list-style-type: none"> Composition Notebook Microphone Worksheet Polar pattern Worksheet Wall E Worksheet 	<ul style="list-style-type: none"> Day 14 The Wonderful World of Sound PP Day 15 Sound in Movies (How Music Affects Film) https://www.youtube.com/watch?v=ecYgqLml89c (Sound Production) https://www.youtube.com/watch?v=sgiZb8jjgF8 (How to Slate) https://www.youtube.com/watch?v=bd7BPX8oEeE (A Quite Place: The Sound of Darkness) https://youtu.be/B1cpKV1d1RY (The Magic of Making Sound) https://youtu.be/UO3N_PRlgX0 (Oddly Satisfying Sounds Compilation) https://youtu.be/hCFCbMqeddc (How Pixar Makes you Cry) https://youtu.be/i8HePfa7WYs https://www.cteonline.org/curriculum/lessonplan/a-film-without-dialogue/wKTrk8 Wall E

STANDARDS:

<p>CTE-AATC.68.AV.01.01</p> <p>Define and use proper terminology associated with the audio and video technology and film career pathway.</p>
<p>CTE-AATC.68.AV.01.02</p> <p>Describe some of the careers available in the audio and video technology and film career pathway.</p>
<p>CTE-AATC.68.AV.01.06</p> <p>Describe technologies associated in careers within the audio and video technology and film career pathway.</p>
<p>CTE-BUS.68.GENRL.25.01</p> <p>Identify the functions and benefits of the audio editing software interface.</p>

PROCEDURE

Day 1:

1. Open the PowerPoint: "Day 14 The Wonderful World of Sound"
2. Have the students come into class and grab their composition notebooks.
3. Bell Ringer:
 - a. **How does sound help, or hurt a film?**
 - b. Give the students 5 minutes to answer the bell ringer quietly (there should be no talking).
 - c. Have the students share their answers with the rest of the class. They do not have to share if they do not want to.
4. Reactions to Video:
 - a. Under the Bell Ringer, have the students copy this information:
 - i. Example 1:
 - ii. Example 2:
 - iii. Example 3:
 - iv. Example 4:
 - v. Example 5:
 - vi. Original:
5. Play "How Music Affects Film"
 - a. Have the students write down different adjective that reflect the feelings that they were experiencing during each example.
 - b. Stop after each example to give the students time to write their answers down.
6. Play the "Sound Production: Crash Course Film Production"
 - a. This gives the students an overview of what audio production is, and what we will be talking about.
7. How can you pick up sound?
 - a. Ask the students what we use to pick up sound
8. Microphones
 - a. Pass out the "Microphone Worksheet"
 - b. Have the students follow along by writing the pros and cons of each microphone on their worksheet
 - c. Pass the Microphones out for the students to look at
 - d. Lavalier Mic
 - i. **Pros:**
 1. Hands free
 2. Best for Interviews
 3. Can hide under a shirt
 - ii. **Cons:**
 1. These types of microphones can be lower quality and pick up a lot of background noise.
 2. They are very delicate
 - e. Shotgun Mic
 - i. **Pros:**
 1. Picks up sound from only where the end is pointing.
 2. Cannot pick up background sound
 3. Best for foley sounds (sound effects)
 - ii. **Cons:**
 1. Can pick up too much sound for dialog
 - f. Video Mic
 - i. **Pros:**
 1. Best for a "scratch Track"
 2. The sound automatically feeds into the camera so you don't need to synchronize it in post production
 - ii. **Cons:**

1. Not always the best quality of sound
 2. Can pick up a lot of background
9. Two Different Ways of Picking up Sound
 - a. Single System
 - b. Double System
 10. What does a microphone and a clapperboard have in common?
 - a. Play the video about slate
 - b. Pass out a slate board to each table
 - i. Have the students practice using the slate board
 11. What is good audio and what is bad audio?
 - a. Clipping audio- This is when the amplifier is pushed beyond its maximum limit so the audio is cut at that point
 - b. Avoid the Clipping- The average peak should stay at -20 to -12 dBFS
 - i. **Make sure that the audio does not go above -6**
 - c. To have good audio with microphones make sure that they stay no further than 3ft and a Lavalier mic should not go further than 6 in
 12. Polar Patterns
 - a. Pass out the polar pattern worksheet.
 - b. Discuss the direction that each polar pattern will pick up

Day 2:

1. Have the students sit as quiet as possible for 30 seconds
 - a. Have them listen to the sound of the room
 - b. After the time is up, ask the students what specifically did they hear
2. How do sound effects help to shape a film
 - a. Play part of a behind the scenes look at the audio from "A Quiet Place".
3. Who makes these sounds?
 - a. Play the video of a Foley Artist
4. Homework
 - a. Go home and record 10 different sounds with your phone's recorder. Upload your sounds to Canvas under Sound effects.
5. Let's play a game
 - a. Play the video of "Oddly Satisfying Sounds"
 - b. Have the students guess the source of those sounds
 - c. If they guess right, they receive a ticket.
6. How does music shape film?
 - a. Play the video "How Pixar makes you cry"
 - b. Ask the students to write down a summary of how Pixar makes you cry
 - i. What can they do to affect other people's emotions through music
7. Diegetic and Non-Diegetic sounds
 - a. Diegetic- sounds that belongs to the world of film
 - i. Dialogue
 - ii. Sound effects
 - iii. Ambient sounds
 - b. Non-Diegetic- Sounds that does not have an on-screen source, sounds that the characters cannot hear.
 - i. Voice over
 - ii. Additional music
 - iii. Contrapuntal sound
 - c. On the board, draw two columns. One side write Diegetic. On the other, write Non-Diegetic.

- i. Select one student to go to the board and give them an example. They need to decide if the example is diegetic or non-diegetic. Other students can begin to give out examples for the other students to write.
8. Dialogue-less video
 - a. Have the students copy down the questions:
 - i. What made this film memorable?
 - ii. Describe any unique characteristics about how the story was told.
 - iii. Was this story entertaining? Why/Why not?
 - b. Play the Short film "3v3"
 - c. Have the students answer the questions that they copied before watch the film
 - d. Go over the students answers to the questions.

Day 3

1. Open the PowerPoint: "Day 15 Sound in Movies"
2. Have the students come into class and grab their composition notebooks.
3. Bell Ringer:
 - a. **When it comes to sound design, who is in charge of making the sounds? What is their official job name?**
 - b. **You are teaching a group of students how to get the best music/ sound what advice would you give them? Be specific.**
 - c. Give the students 5 minutes to answer the bell ringer quietly (there should be no talking).
 - d. Have the students share their answers with the rest of the class. They do not have to share if they do not want to.
4. Wall E Worksheet
 - a. Go ahead and answer the first question before the film starts. (5-7min).
 - b. Glue part of the page into your composition notebook sideways so that it can fit when folded.
 - c. During the movie, list all of the Diegetic and non-Diegetic sounds that you find in the movie. Also list any sound effects that you hear.
 - d. Example: Fire extinguisher going off in space.
 - e. You should fill all the boxes with as much as you can. Use the back if you run out of room
 - f. Once the movie is over, answer the last question