







USE THIS LESSON TO: explore the qualities and use of sound in live performance.

 45 minutes



OBJECTIVES: Students will...

-  Evaluate how sound affects mood, emotion, and storytelling.
-  Explore different types of microphones and create a microphone plan for a scene from *The Lion King JR.*
-  Become foley artists and create sound effects for a scene from *The Lion King JR.*
-  Create underscoring for a scene from *The Lion King JR.*



PROVIDED MATERIALS:

-  None

ADDITIONAL MATERIALS:

-  Foley supplies: pot lids, drum sticks, tin foil, paper, cardboard tubes, etc. (for Pride B)
-  Paper and pencils for video

PREPARATION:

-  Preset the foley supplies for Pride B.
-  Print Challenge Sheet Packets in preparation for Pride Work.

OPENING RITUAL  5 minutes

As students enter the room, invite them to gather with their Pride and discuss the following prompts:

- Create a small playing space and quiz each other on the parts of the stage (e.g. upstage, downstage).
- Is there anything from last session's Pride Journal that you'd like to share?

VIDEO:  5 minutes

- Ensure each student has a paper and a pencil before playing the video.
- Play video: 15 Sound.
- As they watch the video, invite students to pay attention to how sound and underscoring can help tell the story.

TEACHER TIP: Make sure students understand the difference between the terms underscoring and sound effects. Underscoring is music written by the composer to help create the mood. Sound effects are sounds that are not music nor dialogue. They are created by a sound designer and used to enhance certain actions and moods on stage.

GROUP ACTIVITY: Room Sounds ⌚ 5 minutes

- Have your students sit silently with their eyes closed.
- Ask your students to observe the subtle sounds they hear in the room like voices outside the classroom, an air conditioner humming, traffic from the street, etc.
- After a moment of observation, ask students to open their eyes and share what they heard. Challenge students with the following question: if you only heard these sounds would you know you were in a classroom? Why or why not?

PRIDE WORK: Designing Sound ⌚ 15 minutes

- Divide your students into their Prides and distribute the Challenge Sheet Packets to one student in each Pride. These students are the Pride Leaders for today's session.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.



Microphones

Pride A will explore the different types of microphones and identify where they would place the microphones to help enhance the sound in the scene.



Foley

Pride B will become foley artists and enrich the scene with sound effects and soundscapes.



Underscoring

Pride C will create underscoring for the scene to theatrically create mood.

TEACHER TIP: For an advanced group, have Pride A research what it would cost to rent these types of microphones in your community and provide them with a budget they must stay within.

SHARE: ⌚ 10 minutes

- Invite each Pride to share its work and processes with the class.

REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- What is one thing you learned from another Pride's work today?
- How does sound enhance the audience's experience?
- How does sound affect the mood of a show?
- How does sound help tell the story?

Have your Prides affix their work (challenge sheets, artifacts, etc.) to the Pride Wall.

PRIDE JOURNAL 15:

Invite your students to complete a journal entry in response to this prompt:

- If your life was a play, what music would you use to underscore yourself waking up in the morning? Going to school? Eating dinner?