

# Theatre Lesson Plan Template

<b>Title</b>	Sounds Like Teen Spirit														
<b>Author (s)</b>	Christopher Rushing														
<b>Duration</b>	90 minutes														
<b>Course</b> (highlight one)	<table border="1"> <tr> <td data-bbox="768 636 1146 841"> <b>Theatre Arts Appreciation MS</b> </td> <td data-bbox="1146 636 1524 841"> <b>Theatre 1</b> </td> <td data-bbox="1524 636 1892 841"> <b>Technical Theatre 1</b> </td> </tr> <tr> <td data-bbox="768 841 1146 941"> <b>Theatre Arts Advanced MS</b> </td> <td data-bbox="1146 841 1524 941"> <b>Theatre 2</b> </td> <td data-bbox="1524 841 1892 941"> <b>Technical Theatre 2</b> </td> </tr> <tr> <td data-bbox="768 941 1146 1008"> <b>Technical Theatre MS</b> </td> <td data-bbox="1146 941 1524 1008"> <b>Theatre 3</b> </td> <td data-bbox="1524 941 1892 1008"> <b>Technical Theatre 3</b> </td> </tr> <tr> <td data-bbox="768 1008 1146 1075"> <b>Musical Theatre</b> </td> <td data-bbox="1146 1008 1524 1075"> <b>Theatre 4</b> </td> <td data-bbox="1524 1008 1892 1075"> <b>Technical Theatre 4</b> </td> </tr> </table>			<b>Theatre Arts Appreciation MS</b>	<b>Theatre 1</b>	<b>Technical Theatre 1</b>	<b>Theatre Arts Advanced MS</b>	<b>Theatre 2</b>	<b>Technical Theatre 2</b>	<b>Technical Theatre MS</b>	<b>Theatre 3</b>	<b>Technical Theatre 3</b>	<b>Musical Theatre</b>	<b>Theatre 4</b>	<b>Technical Theatre 4</b>
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<b>Standards of Learning Addressed</b>	TT.1 The student will create design elements that demonstrate personal voice and vision. TT.2 The student will apply the creative process for technical theatre. TT.5 The student will identify, describe, and apply collaboration and communication skills for technical theatre. TT.20 The student will demonstrate use of sound to enhance performance and convey mood and information.														

<p><b>General Description</b></p>	<p>Students will gain basic knowledge about foley artists, sound design, and creating live sounds and recorded sounds for performances.</p>
<p><b>Objective</b></p>	<p>Students will understand the basics of sound design, develop an appreciation of the artistry and craft of creating original sounds, and demonstrate their own artistic perspective with an original sound design project.</p>
<p><b>Key Words</b></p>	<p>Sound Designer, Foley Artists, mixer, aural, sonic, sound waves</p>
<p><b>Learning Activities</b></p> <p><i>Warm Up</i> (essential questions, concepts, real life connections, prior knowledge, enduring understandings)</p> <p><i>Theatre Activities</i> (ensemble activities, physical &amp; vocal warm ups, performance activities that relate to learning objectives)</p> <p><i>Learning Activities</i> (ensemble, scene, or solo activities, self directed learning, teacher directed learning, modeling, lecture)</p> <p><i>Culminating Activity</i> (assessment of learning objective, performance based assessment, includes a critique/ response component)</p> <p><i>Reflection</i> (students articulate what was learned and</p>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Essential Question – “How do sound effects help tell the story in theatre and how does music set the tone/mood?”</li> <li>- Warm – up: Soundscape/Jam Band - Students are all asked to sit in a circle. The teacher then asks, “what sounds might you hear at a farm?” Students are then asked to create sound effects for animals (or people) they might hear on a farm. When we get to animals like dogs or cats, where multiple students have animals they do, ask students to close their eyes and describe the dog that makes the sound they heard. Then we combine the sounds and the teacher stands in the middle and “conducts” (with the teacher lowering/raising volume and bringing sounds in and out). Students should be encouraged to make the sounds with only their voice/body. <ul style="list-style-type: none"> <li>o Some scaffolding/ extensions for this activity include: <ul style="list-style-type: none"> <li>▪ Adding multiple and new places like: the jungle, cafeteria, a theme park.</li> <li>▪ Creating the soundscape for more interpretive things like: thunderstorm, a haunted house, or the beach at night</li> <li>▪ Asking students to create a song using a specific genre</li> </ul> </li> </ul> </li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>- Students are divided into four groups. Two groups are assigned the role of creating sound effects for a “farm scene” in a play using live sound effects only. Two groups are assigned the same task, but using pre-recorded sounds only. Their sound effects/scene must last 90 seconds.</li> <li>- As a class we listen to each creation – students are asked to note the following things: <ul style="list-style-type: none"> <li>o What sounds were really effective and worked well for you?</li> <li>o What sounds confused you or were you unsure about?</li> <li>o Which moment stood out to you most and why?</li> </ul> </li> <li>- The class then discussed the pros and cons of live sounds, original sounds, and pre-</li> </ul>

what other knowledge is needed to reach learning goal)

recorded sounds for Theatre and film.

- Next, students are asked what a foley artist is and what they do? They are then shown the following THREE videos on foley and sound effects (videos are 5-7min long):
  - o [Foley Artists](#)
  - o [Foley: A Sonic tale – Star Wars](#)
  - o [Sound Design for Theatre](#)
- After each video have a class discussion on:
  - o Something new you learned
  - o A moment that stood out to you
  - o Something that surprised you

#### **Theatre Activity**

- Foley artists
  - o In groups of 4 or 5 students are given a few pieces of auxiliary percussion and hand props (shoes, wood, etc)
  - o Students are given 15 minutes to play with audacity and create any foley sounds they would like. They are encouraged to have fun, with the only requirement being, students must create a footstep sound effect that tells a story.

#### **Culminating Activity**

- Creating Sound Effects - Students are assigned to work in groups of four/five. They are given the following clip: [Charlie Chaplin's "The Pilgrim" scene.](#)
- Using audacity students will do the following:
  - o Create foley sound effects for the clip
  - o Pull **one** pre-recorded sound effect for their choice
  - o Pick music that sets the tone for this piece.
  - o Make sure all sounds, music, and effects are similar in theme and tone.
  - o Mixed in a way where the the sound effects/music isn't dominating the scene/story.
- By the end of next class, clips should be fully assembled and ready to be shown to all groups!

#### **Reflection**

- Students are asked the following questions, writing down the answers in their journals, and at least three are asked to share their answers:
  - o "Something they learned today or something they want to make sure they remember"
  - o "An design choice or something they did themselves that stood out to them"

	<p>and why”</p> <ul style="list-style-type: none"> <li>○ “What is something <i>someone</i> else did that stood out to them and why”</li> </ul>
<b>Ensemble Activity (ies)</b>	Soundscape, Jam Band
<b>Performance Activity (ies)</b>	Jam Band, Final sound effects
<b>Student Accommodations</b> (All learners, English Language Learners (ELL), students with disabilities, and advanced learners)	<ul style="list-style-type: none"> <li>- For ESL learners or hard-of hearing – written or projected directions will be provided.</li> <li>- Students could also be tasked with creating closed captions</li> <li>- Advanced learners or those who struggle with performance (making the sound effects out loud) can help “direct” some of the other students work.</li> </ul>

Answer the following questions about your script:

1. Title
2. Playwright
3. Five- sentence synopsis of the play
4. Production History
5. What moment stood out to you the most? Why?
6. What moment will be a challenge for you and your group? Why?
7. Three favorite quotes from the play – should include the character, page number, and quote.