National Coalition for Core Arts Standards

Sound Model Cornerstone Assessment: (HS Level I)

Discipline: Technical Theatre-Sound Design

Artistic Processes: Create, Perform, Respond

Title: Sound Design

Description: This sound design unit serves as an exploration of audio production for theatre, radio, film, television and other creative media practices. Students will work to create a fully realized soundscape for a piece of literature. This unit provides students with an understanding of the process of developing a sound design.

Grade: High School (9-12)

In this MCA you will find: (mark all that apply)

√Strategies for Embedding in Instruction	√ Detailed Assessment Procedures	√Knowledge, Skills and Vocabulary	√Differentiation Strategies √Strategies for Inclusion
√Suggested Scoring Devices √ Task Specific Rubrics	√Resources needed for task implementation	√ Assessment Focus Chart	☐ Benchmarked Student Work

Estimate Time for Teaching and Assessment: (mark the appropriate box)

√Approximately 10 hours

Strategies for Embedding in Instruction *[possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit]*

- Students will locate sound effects using various technologies
- Students will listen to various sound effects to determine quality
- Students will annotate their scripts for clues that reveal setting and mood
- Students will journal their learning about sound design
- Students will load their sound design to google classroom
- Students will experiment with a variety of sound effects and determine the most appropriate one that enhances the story
- Students will chart their sound cues
- Students will evaluate their work and others for the impact their design had on the audience
- Students will build and manipulate sound effects
- Students will select, analyze, and interpret appropriate music for performance
- Students will present sound design in performance and engage in reflective practice

Detailed Assessment Procedures *[clear outline of procedures necessary to obtain comparable work from multiple teachers - i.e., coding and file format for preservation of student work (mp3, PDF), etc.]*

- Teachers/Students must have access to materials for generating audio effects.
- Teachers/Students must have access to working speakers and playback system.
- Teachers should provide students with several resources demonstrating the impact of sound design (video, audio performances, articles).
- Students should have access to sample cue sheets.
- Teachers should provide students with a template for recording cues and/or storyboarding.
- Teachers must provide safe and equitable access to all necessary audio equipment.
- Teachers should provide a model for sharing feedback and responses.
- Teachers should provide copies (physical or digital) of questions and prompts for self-reflection.
- Teachers should record the final presentation.

Knowledge, Skills and Vocabulary *[focusing on concepts required to successfully complete the task]*

Key Vocabulary

Fundamental Pathway: Mood, Mixer, XLR, Speak-on, ¼", RCA, ⅛", Feedback, Treble, Bass, Signal Path, Setting, Tempo, Underscoring, Volume, Reinforcement, Amplifier, Cue, Active/Passive Speaker,

Extended Pathway: Frequency, Pitch, Timbre, Acoustic Energy, Electrical Energy, Condenser, Ribbon, Dynamic, Cardioid, Omni-directional

Knowledge and Skills [other than Key Vocabulary]
- identifying resources for preparing and presenting diverse music for performance
- developing music and sound production literacy skills
- identifying and applying criteria for selecting appropriate sounds for performance
- critically listening to recordings of music & sound FX
- recognizing how musical elements are utilized to enhance environment
- organizing and preparing for rehearsals
- communicating and collaborating with others
- manipulating elements in the music to explore expressive options
- creating criteria for quality performance
- diagnosing performance challenges and prescribe solutions
- responding (listening and adjusting) to others
- eliciting and applying feedback from multiple sources
- reflecting on self and peer performance to identify areas of success and for improvement

Strategies for Inclusion *(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.)*

Resource:

http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/_1229

www.phamaly.org

- *Build an inclusive environment--for ALL students*
- *Make universal access the norm*
- *Treat different abilities as opportunities for creativity and adaptation*
- *Accommodations Contact--specific contact who can answer questions about access and arrange accommodations*
- *ASL Interpreters--provide list of interpreters*
- *Social Stories: provide a social story (pictures included) to prepare individuals with autism or other social sensitivities with information about pathways about the experience*
- *Acoustic Checks: Allow student artists access to the performance space in advance, and/or allow the student artists to work with the instructor to ensure the artist can hear appropriately before beginning.*
- *Allow students with sensory challenges to opportunities to prepare for a space that may be filled with loud and overwhelming noises. Ask students to provide disclaimers for their performances.*
- *Additional Time for Reading: Allow additional time for individuals who may need a few extra minutes to prepare, including people with visual impairment, dyslexia, or other needs.*
  Readers/Notetakers: provide individuals who find difficulty in reading the opportunity to have access to the lines ahead of time. Invite a volunteer to read quietly and neutrally into their ears. Assign a volunteer who can assist them during the rehearsal process.
- *Accessible Scripts: Provide braille, large print, and electronic scripts*

Differentiation Strategies *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)*

Resource:

- *pre-assess to determine levels of student prior knowledge and abilities*
- *determine and teach to reduce learning gaps*
- *create independent enrichment/enhanced work for students who show mastery*
- *group students to accommodate learning needs*
- *use provocative, complex questioning to stimulate high level thinking*
- *devise open-ended tasks to allow students of all ability levels to achieve success at their own levels*
- *tier tasks to address levels of abilities and support students within each tier*
- *assure that students are given choice in tasks in order to address their learning styles, interests, etc*
- *As an alternative to The Jabberwock, educators may also consider poems such as La Llorona, The Raven, The Cremation of Sam McGee, or other socially and culturally responsive source material.*

Resources: *[for task implementation]*

- Source material. (dramatic work)
- Copies of Brainstorming Worksheet and Assignment Procedures.
- Access to audio production materials. (i.e. software, recordings or other methods of sound effect creation)
- Copies of cue sheet.
- Copies of self-reflection prompt.
- Access to playback devices and headsets.
- Access to recording tool for capturing student performances.

Scoring Devices *[rubrics, checklists, rating scales, etc.]*

Design Analysis & Research Checklist
- Research reflects 3 facts relevant to source material
- 8 or more adjectives relate directly to given circumstances
- Design statement is complete AND articulates insight into source material
- Selected images RELATE to design statement
- Research is clearly organized

Soundscape Checklist
- Three found sound FX
- Three created sound FX
- Voice over
- Complete, organized and clear sound cue sheet.

TASK-SPECIFIC RUBRIC

Sound Design

	4-Above Standard	3-At Standard	2-Near Standard	1-Below Standard
Artistic Interpretation *Sound design choices that communicate the mood, style, period, locale and/or genre of the source material through a unifying concept.*	• Soundscape demonstrates a unique and inventive unifying concept. • Soundscape extends and enhances the mood of the piece. • Soundscape presents a rich and enveloping environment for the piece.	• Soundscape demonstrates a unifying concept. • Soundscape establishes a mood for the piece. • Soundscape expresses a distinct environment for the piece.	• Soundscape inconsistently demonstrates a unifying concept. • Soundscape suggests a mood for the piece. • Soundscape inconsistently expresses an environment for the piece.	• Unifying concept is unclear. • Soundscape expresses an unclear mood for the piece. • Soundscape environment is indistinct or vague.
Performance *Performance executes planned ideas and choices that support the source material and unifying concept*	• Presentation of sound elements illuminates and extends the design concept. • Nuanced execution of sound cues (timing, volume, placement) enhances the text.	• Presentation of sound elements expresses the design concept. • Execution of sound cues (timing, volume, placement) aligns with the text.	• Presentation of sound elements inconsistently supports the design concept. • Execution of sound cues (timing, volume, placement) inconsistently aligns the text.	• Presentation of sound elements detracts from the design concept. • Execution of sound cues (timing, volume, placement) detracts from the text.

ASSESSMENT FOCUS

Artistic Process or Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards
CREATE					
Envision/Conceptualize	Theatre artists rely on intuition, curiosity and critical inquiry.	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration?	Generate and conceptualize artistic ideas and work.	Create a justification that aligns the play, its theme, the unified design concept, the technical aspects, and the visual/audio final product.	TH:Cr1.1.I b. Explore the impact of technology on design choices in a drama/theatre work.
Rehearse	Theatre artists refine their work and practice their craft through rehearsal	How do theatre artists transform and edit their initial ideas?	Refine and complete artistic work.	Comprehend the concepts of theme, design concept, and visual representation. Understand technical aspects of play production: set, lighting, costume, make-up, and props as elements in a unified design concept that communicates with the audience.	THCr3.1.1cI. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.
Rehearse	Theatre artists make strong choices to effectively communicate meaning. Theatre artists develop personal processes and skills for a performance or design. Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	How do theatre artists transform and edit their initial ideas?	Refine and complete artistic work.	Perform for an audience. Comprehend the script of a play and its given circumstances. Apply an audio component to the visual representation to enhance audience understanding of the unified design concept.	THCr3.1.1.II.c Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

PERFORM

Prepare	Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?	Develop and refine artistic techniques and work for presentation.	Reflect on performance for revision.	TH:Pr5.1.Ib. Use researched technical elements to increase the impact of design for a drama/theatre production.
Prepare	Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?	Develop and refine artistic techniques and work for presentation.	Apply the knowledge of theme, design concept, and technical aspects of play production through a visual representation.	TH:Pr5.1.IIb Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

RESPOND

Reflect	Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?	Perceive and analyze artistic work.	Reflect on the unified design concept, the technical aspects, and the visual/audio final product.	TH;Re7.1.1I.a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.