Learning Standards:

Course Objective:

Students will explore their personal voice and individual expression by both understanding and applying the use of sound effects and designs to enhance a radio play.. Students will also refine their ability as sound designers to express a point of view and their personal vision, while serving the director's vision .

New York State Learning Standards for the Arts

HS Proficient TH:Cr1.1.HSI
a. Apply basic research to construct ideas about the visual composition of a drama or theater work.

HS Proficient TH:Cr1.1.HSI
b. Explore the effect of technology on design choices.

HS Proficient TH:Re9.1.HSI
a. Examine a drama or theater work by using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
b. Critique the aesthetics of technical elements in a drama or theater work.

HS Proficient TH:Cr3.1.HSI
c. Refine technical design choices to support the story of a devised or scripted drama or theater work.

HS Proficient TH:Re7.1.HSI
a. Respond to what is seen, felt, and heard in a drama or theater work to develop criteria for artistic choices.

HS Proficient TH:Re9.1.HSI
a. Examine a drama or theater work by using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

HS Proficient TH:Cr2.1.HSI
a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas.
b. Investigate the collaborative nature of the actor, director, playwright, and designers and explain how their roles can be interdependent
HS Proficient TH:Pr5.1.HSI

b. Use research to enhance a technical design.

Common Core Standards:

CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Course Description:

       Students will develop their research and sound design skills, using sound design to convey theme and mood. Students will create a sound design for a radio play, using pre-recorded and self-created and recorded sound effects.

Calendar**:

Class Number	Classwork	Asynchronous/HW
1.	Introduction to Theater Class, Introduction to this semester's project.	
2	Introduction to Theatrical Design	What is a sound designer?
3	Continue Introduction to Theatrical Design	
4	Introduction to Sound Design Part 1	What is a foley artist?
5	Introduction to Sound Design Part 2	

7	Introduction to Radio plays and Foley Artists	History of radio plays review & radio play-like podcasts.
8	Introduction to our Radio play	
9	Listen and read along to radio play	Tradition Foley artist tools v. modern tools
10	Introduction to available instruments, free sound cues, and other available tools to create a sound design	
11	Introduction to available instruments, free sound cues, and other available tools to create a sound design	clip: Sound design analysis
12	Read radio play an pinpoint/plan sound effects	Clip: Sound Design analysis
13	Read radio play an pinpoint/plan sound effects	
14	Read radio play and pinpoint/plan sound effects	Clip: Sound Design analysis
17	Read radio play an pinpoint/plan sound effects	
18	Read radio play an pinpoint/plan sound effects	Clip: Sound Design analysis
19	Record/find sound effects	
20	Record/find sound effects	Clip: Sound Design analysis

21	Record/find sound effects	
22	Record/find sound effects	Clip: Sound Design analysis
23	Record/find sound effects	
24	Record/find sound effects	Clip: Sound Design analysis
25	Introduction to Qlab	
26	Introduction to Qlab	QLab review
27	Put cues in Qlab	
28	Put cues in Qlab	Clip: Sound Design analysis
29	Record voice acting	
30	Listen to and celebrate our final product	

subject to change based on student needs

Materials and Texts:

- instruments
- computers
- mics
- Radio play

Grading Policy:

Projects -35%

Students will be assigned at least one project every semester. Some will have written components, some a performance/practical component, and some both. Students will be provided

a rubric that the teacher will go over to assist them in completing the project to the best of their ability. Students are encouraged to frequently refer back to the rubric when completing projects.

Classwork – 15%

      Students will first practice sound design and sound technician skills in class. You will either receive a 100% for having completed it with clear effort or a 0 for having not completed. Classwork must show an effort has been made to be considered complete.

Homework – 10%

      For homework, you will either receive a 100% for having completed it with clear effort or a 0 for having not completed it. Homework must show an effort has been made to be considered complete.

Attendance – 20%

      You must come to class and you must be on time. You will receive 2 points (100%) for being present and on time, 1 point (50%) for being late, and zero points (0%) for an unexcused absence or cut.

Participation – 20%

      When you are in class please participate. This is an easy way to boost your grade.