

## Lesson: Engaging an Audience through Sound

### Activity 1:

#### Warm-up: Splat

1. Students make a circle. Teacher stands in the middle.
2. The teacher throws an imaginary pie at one person in the circle.
3. That person must duck and the two people on either side throw an imaginary pie at each other and shout "SPLAT!".
4. If the first person doesn't duck, they are out. If they do duck in time, the last person to throw their pie on either side is out.
5. Continue until the game is down to just two people left.
6. When there are only two players left, begin THE DUEL:
  - The two remaining players stand back to back in the middle of the circle.
  - A category of objects is called out, such as 'cereal'.
  - Each time the teacher calls out a cereal, the players take one step forward.
  - When an object that is NOT a cereal is called out, they must throw their custard pies.
  - The first to throw the pie is the winner!

### Activity 2:

#### Group Activity: Using Sound

1. Teacher leads class discussion about how films and plays use sound to create a mood.
  - *Other than music, what else can we use to help the audience experience what is going on?* (sound effects)
2. Watch [The Magic of Making Sound](#) video to witness how experts manufacture "natural" sounds with studio props.
3. *When you created your performances last lesson, what sounds could you have included to engage the audience?*
4. Students watch [Series of Unfortunate Events Movie Clip](#) video to identify how sounds create interest and evoke emotion.
5. Display the [Sounds Visual](#) and ask: *What can we use around the classroom to create some of these sounds?*
6. Class is placed into small groups (of 3 or 4) two students acting, one student to narrate. You may choose for these to be the same groups as the previous lesson.
7. Groups designate one student to be the narrator and the remaining students are to be the actors. Try to encourage students to play a different role (narrator/actor) than they did in previous lesson.
8. The students who are acting are given a [Drama Character Card](#) to play the role of. The narrator does not need a Character Card.

9. Students are given a scenario from the [Drama Scenario Cards](#) or [Scenario Visual](#) and are to create a performance that does not include any talking, with the exception of the narrator.
10. Teacher to set a timeframe for students to practice their performance. Encourage the use of props for sound.
11. Before performances start, get all spectators to sit with their backs facing the stage. They will be experiencing the performances with their hearing only.
12. Groups are selected one by one to perform.
13. The narrator stands to the side of their actors and introduces their group giving as much detail as possible. They may choose to use the [Narrator Script](#).
14. Actors are permitted to create sound effects during the performance but are not to talk.

### **Activity 3:**

#### Group Activity: Reflection

- *How was the narrator providing a clear picture of the events for you?*
- *Did the use of sound effects help you visualise what was going on?*
- *Were there any sounds used that helped you to feel an emotion? (e.g. a loud bang that scared you).*
- *Did your performance have a hidden message?*
- *What were you hoping other students would take away or learn from your performance?*