

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:

- Ground Plan (for Pride A)
- Script Excerpt – Scene 6: the Elephant Graveyard (for Prides A, B, and C)

ADDITIONAL MATERIALS:

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

PREPARATION:

- Print Ground Plan (one for each student in Pride A).
- Preset the foley supplies for Pride B.
- Print Script Excerpt – Scene 6: the Elephant Graveyard (one for each student).

OPENING RITUAL:  5 minutes

- Gather students in a large standing circle.
- Distribute djembe drums to this session's Pride Leaders.
- Focus the class and ask students to facilitate their physical and vocal warm-ups, followed by the drum circle activity using the established call-and-response format.

VIDEO:  5 minutes

- Ensure each student has paper and a pencil before playing the video.
- Play video: 15 Sound.
- The video will explore the function of sound in musical theater through an activity in which students create underscoring for a scene. The video will also introduce the role of a sound designer, focusing on sound effects and foley art. Additionally, the video will cover some types of microphones used in the professional theater and their benefits.

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 a Challenge Sheet to this session's Pride Leaders.
- Distribute Script Excerpts to all Prides and the Ground Plans to Pride A.
- 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:

- How does sound enhance the audience's experience?
- How does sound affect the mood of a show?
- How does sound help tell the story?

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?