

(Fall 2015 )

**PREREQUISITES:**

None

**CATALOG DESCRIPTION:**

Exploration of the role of sound and acoustics in theatre performance. Sound events as an intrinsic aspect of a play’s dramaturgy. The relationship of sound and space, sound & technology and the theatrical presence of performers and objects on stage. Historical analysis of sound and music within theatre works. Overview of the techniques and the tools of sound design and the sound designer’s role in the collaborative design process in the theatre setting.

**RATIONALE:**

Opportunity to build a portfolio of practice in preparation to enter into professional practice.

**LEARNING OUTCOMES:**

1. Analyze a dramatic script and identify elements of sounds to complement the script.
2. Develop a method of understanding sound and sound design.
3. Relate terms and techniques of contemporary sound design to practice.
4. Plan and design the sound components of a dramatic text both live and mediatized
5. Utilize basic technology (program tbc) for the creation of soundscapes for the theatre.

**METHOD OF TEACHING AND LEARNING:**

In congruence with the teaching and learning strategy of the college, the following tools are used:

- Class lectures, interactive learning (class discussions, group work), and video presentations.
- Workshops
- Office hours: students are encouraged to make full use of instructor’s office hours for questions, to see their exams/papers, and/or go over lecture material.
- Use of a Blackboard site where lecture notes, assignment instructions, announcements, and other materials related to the module are posted.

**ASSESSMENT:**

**Summative:**

Portfolio of research into sound and analysis of dramatic text, demonstrating opportunities for sound.	<b>40%</b>
Final production of soundscape	<b>60%</b>

**Formative:**

Design plan	<b>0</b>
‘listening’ journal	0

The formative ‘Plan, Journal” aim to prepare students for the examination.

The Portfolio of research tests Learning Outcomes 1,2,3

The Final production of soundscape tests Learning Outcomes 4,5

**INDICATIVE READING:**

**REQUIRED READING:**

Kaye, Deena C & James LeBrecht, *Sound and Music for the Theatre: The Art & Technique of Design*, New York & London: Focal Press, 2009

**RECOMMENDED READING:**

Bracewell, John. *Sound Design in the Theatre*. Englewood Cliffs, New Jersey: Prentice Hall, 1992.

Burris-Meyer, Harold. *Sound in the Theatre*. New York: Theatre Arts Books, 1979.

**INDICATIVE MATERIAL:**

(e.g. audiovisual, digital material, etc.)

**REQUIRED MATERIAL:**

[Sounds on the Web - Theatre Sound Design Resources](http://www.richmondsounddesign.com/ts/sow.html)  
<http://www.richmondsounddesign.com/ts/sow.html>

**RECOMMENDED MATERIAL:**

[Audio Network](http://www.audiolicense.net/about/default.asp) <http://www.audiolicense.net/about/default.asp>  
[Find Sounds](http://www.findsounds.com/) <http://www.findsounds.com/>  
[FreeSound Project](http://freesound.iaa.upf.edu/searchText.php) <http://freesound.iaa.upf.edu/searchText.php>  
[Music Match](http://www.musicmatch.com) <http://www.musicmatch.com>  
[Naxos Music Library](http://minduluth.naxosmusiclibrary.com/default.asp) <http://minduluth.naxosmusiclibrary.com/default.asp>  
[North American Birds](http://www.naturesongs.com/birds.html) <http://www.naturesongs.com/birds.html>  
[Public Radio Music Source](http://www.75music.org/) <http://www.75music.org/>  
[Soundogs.com](http://www.sounddogs.com/start.asp) <http://www.sounddogs.com/start.asp>  
[Sound Ideas](http://sound-ideas.com/) <http://sound-ideas.com/>  
[The Wav Place - Computer Voices and Sounds](http://www.wavplace.com/comf.htm)  
<http://www.wavplace.com/comf.htm>  
[Winamp](http://www.winamp.com) <http://www.winamp.com>

**COMMUNICATION REQUIREMENTS:**

Word

**SOFTWARE REQUIREMENTS:**

tbc

**WWW RESOURCES:**

To be made available via Blackboard

**INDICATIVE CONTENT:**

1. History of sound in theatre and performance.
2. Theatre acoustics.
3. Foundations of sound design for the theatre.
4. Analyzing a dramatic script as a sound score.
5. Developing a concept for sound in a theatre performance.
6. Recording and editing.
7. Researching 'live' sound for the stage.
8. Working with a team.
9. Running a show: cues, rehearsals.

## REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
<b>Bloom's Definition</b>	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Choose</li> <li>• Define</li> <li>• Find</li> <li>• How</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Name</li> <li>• Omit</li> <li>• Recall</li> <li>• Relate</li> <li>• Select</li> <li>• Show</li> <li>• Spell</li> <li>• Tell</li> <li>• What</li> <li>• When</li> <li>• Where</li> <li>• Which</li> <li>• Who</li> <li>• Why</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Compare</li> <li>• Contrast</li> <li>• Demonstrate</li> <li>• Explain</li> <li>• Extend</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Interpret</li> <li>• Outline</li> <li>• Relate</li> <li>• Rephrase</li> <li>• Show</li> <li>• Summarize</li> <li>• Translate</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Build</li> <li>• Choose</li> <li>• Construct</li> <li>• Develop</li> <li>• Experiment with</li> <li>• Identify</li> <li>• Interview</li> <li>• Make use of</li> <li>• Model</li> <li>• Organize</li> <li>• Plan</li> <li>• Select</li> <li>• Solve</li> <li>• Utilize</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Assume</li> <li>• Categorize</li> <li>• Classify</li> <li>• Compare</li> <li>• Conclusion</li> <li>• Contrast</li> <li>• Discover</li> <li>• Dissect</li> <li>• Distinguish</li> <li>• Divide</li> <li>• Examine</li> <li>• Function</li> <li>• Inference</li> <li>• Inspect</li> <li>• List</li> <li>• Motive</li> <li>• Relationships</li> <li>• Simplify</li> <li>• Survey</li> <li>• Take part in</li> <li>• Test for</li> <li>• Theme</li> </ul>	<ul style="list-style-type: none"> <li>• Agree</li> <li>• Appraise</li> <li>• Assess</li> <li>• Award</li> <li>• Choose</li> <li>• Compare</li> <li>• Conclude</li> <li>• Criteria</li> <li>• Criticize</li> <li>• Decide</li> <li>• Deduct</li> <li>• Defend</li> <li>• Determine</li> <li>• Disprove</li> <li>• Estimate</li> <li>• Evaluate</li> <li>• Explain</li> <li>• Importance</li> <li>• Influence</li> <li>• Interpret</li> <li>• Judge</li> <li>• Justify</li> <li>• Mark</li> <li>• Measure</li> <li>• Opinion</li> <li>• Perceive</li> <li>• Prioritize</li> <li>• Prove</li> <li>• Rate</li> <li>• Recommend</li> <li>• Rule on</li> <li>• Select</li> <li>• Support</li> <li>• Value</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt</li> <li>• Build</li> <li>• Change</li> <li>• Choose</li> <li>• Combine</li> <li>• Compile</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Delete</li> <li>• Design</li> <li>• Develop</li> <li>• Discuss</li> <li>• Elaborate</li> <li>• Estimate</li> <li>• Formulate</li> <li>• Happen</li> <li>• Imagine</li> <li>• Improve</li> <li>• Invent</li> <li>• Make up</li> <li>• Maximize</li> <li>• Minimize</li> <li>• Modify</li> <li>• Original</li> <li>• Originate</li> <li>• Plan</li> <li>• Predict</li> <li>• Propose</li> <li>• Solution</li> <li>• Solve</li> <li>• Suppose</li> <li>• Test</li> <li>• Theory</li> </ul>