

# Year 10 AIC Sound Design Worksheet

## Task 1 (7 mins):

a) Watch this clip which explains the role of the sound designer

<https://www.youtube.com/watch?v=MGtX9P8gDI8&list=RDCMUCUDq1XzCY0NIOYVJvEMQjgw&index=1>

b) Answer the questions below based on the clip:

Question:	Answer:
What is the difference between a sound engineer and a sound designer?	
Why does Alma treat sound design as a music score?	
Watching the extract from Riverrun (time is 1min 20 sec into the video) what does the sound add to the performance?	
What is a soundscape?	
Why is sound vital to a performance?	
What is Alma's advice about how to choose the right sounds for the performance?	

## Now read the information on the Sound Design Knowledge Organiser below:

**Mixing:**  
Mixing is the process of layering one sound with another.

**Underscoring:**  
Underscoring is the use of music underneath dialogue.

**Sourcing**  
Sourcing is the process of locating or producing an effect or a piece of music.

**Sound effects:**  
artificial reproduction of sounds.

**Diegetic or non-diegetic sound:**

- **Diegetic sound** is sound that a character can hear within the world of the play.
- **Non-diegetic sound** is sound that exists outside the world of the play.

**Live or recorded:**  
Live music and sound effects.

**SOUND TERMS**

**WHY IS IT BEING USED?**

**The purpose of sound design**  
**Supporting the style of a production**

Like all of the design elements, sound and music will help to support the overall style of a production. For example, a play in a **naturalistic** style would use realistic sound effects to create the impression of real life.

**Creating mood and atmosphere**

Sound and music can be an effective way to create mood on stage. Music can be used to heighten the mood of a scene, eg the use of sad strings to underscore an emotional **monologue**. Music can also be contrasted to the action on stage for dramatic effect.

**Conveying time of day**

Sound effects can be used to help establish the time of day. A scene set in the early morning might feature the sound of birdsong, while a scene at night could use the sound of crickets chirping.

**Communicating themes or symbols**

Music and sound can be used to communicate thematic or **symbolic** ideas. For example, where power is the central theme of a play, strong and dramatic classical music with a heavy **brass** sound might be used.

**Influencing pace**

Music can influence pace on stage. For example, a fast piece of music with a pulsing drum and bass rhythm will energise a scene.

**Communicating a character's personality**

Some plays use a musical theme or **sound effect** to represent a character on stage. This can be subtle but at times is very obvious, eg a thunder sound effect and tense music when a villain enters the stage in a **pantomime**.

**Conveying setting**

Sound and music can help set the scene. For example, a play set in the Highlands of Scotland might utilise **bagpipes**, and the sound design could include wind and rain sound effects to give the impression of a cold, harsh climate.

**What else do I need to know?**

**Transitions**

A sound designer may use sound or music to help with the transition from one scene to the next. This can help to speed up or slow down the pace of the play and can help to establish the setting of a scene. For example, upbeat fast-paced music might be used with a train whistle sound effect to suggest a move from one location to another.

**Volume**

Volume refers to how loud or quiet sound is within a production. While the volume needs to be loud enough for the audience to hear everything, it can be altered for dramatic effect.

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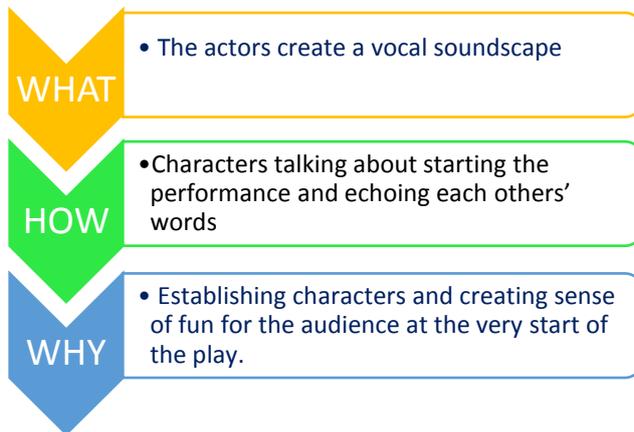
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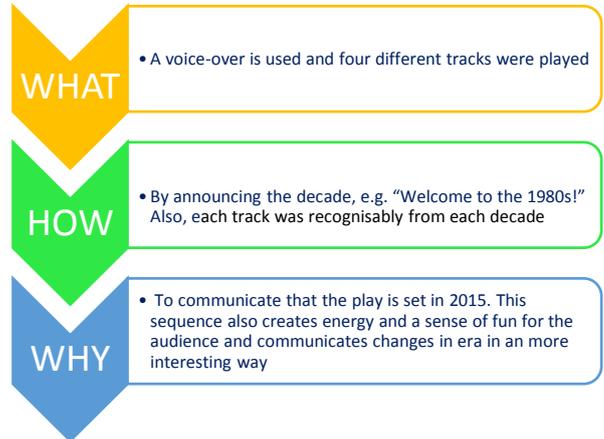
**Task 3 (5 mins):**

- a) Click on the link below and watch the opening sequence (from 0:00 to 4:08): Teechers by John Godber - <https://vimeo.com/410200936/d4ae14fc31>
- b) Now read the 'what →how →why' examples of how SOUND is being used effectively in the opening sequence.

**Example 1:**



**Example 2:**



- c) Click on the link below and watch ONE of the suggested extracts:

Teechers by John Godber - <https://vimeo.com/410200936/d4ae14fc31>

Extract 1: from 07:41 to 08:53 (Morning Routine to music)

OR

Extract 2: from 11:40 to 11:55 (The Timetable)

- d) Write ONE 'what →how →why' evaluation of SOUND being used effectively in ONE of the extracts below:

**Your response:**

Sound is being used effectively in this moment.

**WHAT**

•

**HOW**

•

**WHY**

•

**What makes a successful answer?  
Use WHAT → HOW → WHY**