



| Sample assessment task | |
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| Year level | 7 |
| Learning area | Technologies |
| Subject | Digital Technologies |
| Title of task | Movie sound effects – The folly of Foley |
| Task details | |
| Description of task | Students will add a series of sound effects to a silent movie to enhance the final product. |
| Type of assessment | Formative or summative |
| Assessment strategy | Practical evidence, portfolio, written work |
| Purpose of assessment | To give students an understanding of the influence of sound effects and the techniques used in incorporating sound tracks in a video |
| Evidence to be collected | <ul style="list-style-type: none"> Completed electronic copy of movie Evaluation sheet Observation checklist |
| Suggested time | 5 x 1 hour lessons |
| Content description | |
| Content from the Western Australian Curriculum | <p>Knowledge and understanding</p> <p>Representation of data Digital systems represent text, image and audio data</p> <p>Processes and production skills</p> <p>Collecting, managing and analysing data Explore how to acquire data from a range of digital sources Create information using relevant software, and create data to model objects and/or events</p> <p>Investigating and defining Define and break down a given task, identifying the purpose</p> <p>Producing and implementing Safely make solutions using a range of components, equipment and techniques</p> <p>Evaluating Independently apply given contextual criteria to evaluate design processes and solutions</p> <p>Collaborating and managing Work independently, and collaboratively when required, to plan, develop and communicate ideas and information when using management processes</p> |
| Task preparation | |
| Prior learning | Students are familiar with the video editing software and how to download audio sound effects in an appropriate format for the software |
| Assessment differentiation | <p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p> |

Assessment task

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| Assessment conditions | Students work independently to complete the task. |
| Resources | <ul style="list-style-type: none">• Software that will allow students to add sound to a silent movie, preferably using multiple audio tracks (e.g. Video Pad)• Access to a variety of sound effects and/or the ability to download appropriate sound effects• Access to one or more silent movies for the students to use in completing the task• Headphones |

Instructions for teacher

Prior to implementing the task, import several silent movie clips/trailers (or remove the sound from a movie) that are approximately 1–2 minutes in length and create a file of the clips/trailers for students to access.

Lesson 1

- To begin the task, discuss the importance that sound plays as we watch a movie and accessibility/atmosphere/suspense/anticipation through sound/voice/tone
- In pairs or groups of three, students view the selection of silent movies provided and ask them to individually select and save the movie they wish to use to complete the task (saving their movie under an appropriate title for easy retrieval)

Lesson 2

- Students watch and review their selected video and develop a plan for their sound/voice effects
- Brainstorming can be independent or collaborative
- Students use planning sheet to break video down to ensure all video content is covered and will have sound aligned
- Discuss the rules and protocols to be followed should they wish to download their own sound effects (if permitted to do so)

Lesson 2–5

- Using their digital device, students record their sound effects via a website or app that enables sound recording, such as online-voice-recorder.com, Audacity, Voice Recorder.
- Once created or sourced, students save and label all sound recordings/grabs appropriately
- Editing of video with sound overlay
- Once video is finished, evaluation and self-reflection are to be completed
- Once complete, students can review each other's videos

Extension

1. Create two sound tracks of different genres for the same movie trailer/clip, e.g. horror/children, action/romance, etc.
2. Evaluate how the mood of the clip is altered according to the embedded sound effects
3. Discuss accessibility/atmosphere/suspense/anticipation through sound

Worksheet/booklet for students

Task description: Movie sound effects

Name: _____

'Foley is the reproduction of everyday sound effects that are added to film, video, and other media in post-production to enhance audio quality. These reproduced sounds can be anything from the swishing of clothing and footsteps to squeaky doors and breaking glass. The best Foley art is so well integrated into a film that it goes unnoticed by the audience. It helps to create a sense of reality within a scene. Without these crucial background noises, movies feel unnaturally quiet and uncomfortable.'

Sounds (other than the spoken word) can greatly enhance the viewer's enjoyment of a movie.

Sounds can be added to:

- build emotions of the audience
- describe the emotions of a character
- illustrate movement
- create atmosphere
- foreshadow/anticipate events to come
- highlight special events
- represent a time period

Task

Given the importance of sound to a movie, you are to select one of the silent movies provided by the teacher. Then add sound effects and/or music to enhance the final product and create a video that evokes a different theme to what it was originally.

How

Select a video from the pre-loaded 'Videos' file and transfer onto your desktop.

Using (teacher-selected software), you will be creating sounds, selecting pre-loaded effects/sounds, music and/or other audio inputs to overlay onto your selected video clip.

Outline where/what audio will be overlaid onto your video, include times, the sound and projected effects. According to your design plan, using (teacher-selected software), overlay your audio onto your video.

Once complete, evaluate and self-reflect on your video.



<https://pixabay.com/en/film-reel-cinema-film-movie-reel-147631/>

Trigger questions/prompts:

What is the original video theme?

What are opposite themes?

Possible sound effects

Voice overlay



Planning

Selected clip: _____ Imported from: _____
 Saved as: _____ Minutes: _____
 Original theme of clip: _____ Newly developed theme of clip: _____

Once you have decided which silent movie you are using, watch the movie and make a list of the types of sound effects you may wish to add.

| Action | Time and source | Background/ Movement | Time and source | Voice | Time and source | |
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Evaluation

What software/s did you use throughout your project and what did you use it/them for?

Why do you think you used this software? Explain. (Think efficiency, ease, effects, quality...?)

How do you think your movie turned out? Explain what you enjoyed most about creating your project and why.

What would you do differently next time?

Tell me about what you learnt during this task?

Why do you think we put sound to a movie?

Self-reflection:

Include further evaluations or observations, reflecting on the production process and final outcome of your movie

| Sample marking key | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| The folly of Foley | |
| Description | Marks |
| Representation of data: digital systems represent text, image and audio data | |
| Uses software to efficiently create and/or acquire sounds and overlay onto video. Explains what digital systems were used in producing the final video and the network. | 10–7 |
| Uses software to efficiently create and/or acquire sounds and overlay onto video. Identifies what digital systems were used in producing the final video. | 6–4 |
| Uses software to create and/or acquire sounds and overlay onto video. Uses various digital systems with minimal connection to the network used in producing the video. | 3–1 |
| Subtotal | 10 |
| Description | Marks |
| Collecting, managing and analysing data: explore how to acquire data from a range of digital sources | |
| Explores, acquires and inputs sounds efficiently – manages time, appropriate saving techniques and file sizing. Credits acquired sounds from an external source. | 10–7 |
| Acquires and inputs sounds– developing time management skills, appropriate saving techniques and file sizing. Credits acquired sounds from an external source. | 6–4 |
| Inputs sounds– minimal time management skills, saves files with minimal consideration for efficiency. Acquires sounds from an external source. | 3–1 |
| Subtotal | 10 |
| Description | Marks |
| Collecting, managing and analysing data: create information, using relevant software, and create data to model objects and/or events | |
| Synchronises sound overlay to create an effective and engaging movie. | 10–7 |
| Overlays sound onto a movie clip. | 6–4 |
| Overlays sound onto a movie with minimal effort or effect and/or final product does not include sound. | 3–1 |
| Subtotal | 10 |
| Description | Marks |
| Producing and implementing: safely make solutions, using a range of components, equipment and techniques | |
| Produces a video with clear audio throughout. Inputs sound overlay correctly, aligned according to planned intent. Final product is engaging and reflects a different theme to original intent of video. | 10–7 |
| Produces a video with audio. | 6–4 |

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| Inputs sound overlay, according to planned intent. Final product has a different theme to original intent of video. | |
| Produces a video with some audio. Inputs sound overlay, with minimal connection to planned intent. Final product has no theme or aligns with original intent of video. | 3–1 |
| Subtotal | 10 |
| Description | Marks |
| Evaluating: independently apply given contextual criteria to evaluate design processes and solutions | |
| Evaluates and responds in-depth to each question, reflecting on the production process and final outcome. Self-reflects on improvements with examples. | 10–7 |
| Evaluates and responds to each question, reflecting on the final outcome. Self-reflects on possible improvements. | 6–4 |
| Attempts to evaluate, with minimal outcome. Concludes no improvements required with no supporting justification. | 3–1 |
| Subtotal | 10 |
| Total | 50 |

Teacher observation checklist

| Teacher checklist | | | | | | | | | | |
|-------------------|---------------------|------------|-----------------------|-------------------------------------------|--------------------------------------------|-------------------------------|----------------------------------------|--|--|----------|
| Student Name | ✓ if observed | | | | | | | | | Comments |
| | Works independently | Plans work | Uses equipment safely | Uses software efficiently and effectively | Provides assistance to others, if required | Seeks assistance, if required | Final product meets tasks requirements | | | |
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ACKNOWLEDGEMENTS

Page 4 – First paragraph; quote.

Definition of Foley (n.d.). In *Wikipedia*. Retrieved July, 2017, from [https://en.wikipedia.org/wiki/Foley_\(filmmaking\)](https://en.wikipedia.org/wiki/Foley_(filmmaking)). Used under Creative Commons Attribution-ShareAlike 3.0 Unported Licence

Image

Film reel cinema film movie reel [image]. (n.d.). Retrieved July, 2017, from <https://pixabay.com/en/film-reel-cinema-film-movie-reel-147631/>