

# The Power of Sound

DIGITAL POD EXPERIENCE  
PRESENTED BY SOFIA PAUL

## OBJECTIVES

Sound is a crucial element of films which can sometimes be underestimated. So what things do you need to listen out for before even pressing record? In this session students will look into ambient sound particularly. They will spend time considering a location and all the important sounds that make up their chosen place before sourcing the effects online.

## AGE RECOMMENDATION

Primary (Year 4-6) & Secondary students (Year 7-10), non-media students.

## DURATION

Recorded duration: 4:27  
Estimated duration, including tasks: 5 minutes viewing clip and approximately 30mins for activity = 35 mins.

## EQUIPMENT

- Pen and paper for brainstorming
- Computer with internet, to source royalty free sound effects.
- Optional - simple editing software to edit sounds together

## LESSON PREPARATION

- View clip in its entirety.
- Research some royalty free sound effects websites.
- Read information about the presenter.

## LESSON

1. View the clip with your class. Pause it at 3.54 when instructed. Discuss what has been covered about sound.
2. Brainstorm locations for the activity that you have just been given. This can be done as a whole class, small groups or as individual activity.
3. Get students to choose a location and brainstorm the ambient sounds that are common for a particular location. Focus on what sounds give us a clear idea of place and space (eg - magpies or kookaburra suggest Australia)
4. Allow students time to search for and download some simple royalty free sound effects.
5. Once they have their sound effects they can have a go at editing them together into a simple soundscape - this can be as simple as using iMovie on an iPad, or any basic sound or video editing software you have available.
6. Ask students to share their locations and soundscapes with the whole class and discuss as a group how effective they've been in achieving the atmosphere of the location.
7. Discuss challenges and considerations of creating an effective soundscape.
8. Finish watching the CineOnline clip.

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**ciné***snaps*

CinefestOZ  
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## PRESENTER PROFILE - SOFIA PAUL



Sofia graduated from The University of Notre Dame, Fremantle at the end of 2020 with a Bachelor of Communications and Media majoring in Film and Journalism. During her degree she was the sound recordist for two short films and helped in writing the script for one of them.

She was an extra in the 2020 WA Screen Academy short films, Shattered and It's Not You, as well as volunteering at Revelation Film Festival.

This year she assisted a local director with his upcoming short film. Sofia is currently a Community Film Intern at CinefestOz, a role she is thoroughly enjoying.

Her goal is to become a screenwriter and she is currently working on a screenplay of her own.

Sofia has written articles for The Fremantle Herald and The West Australian. She is at present undertaking work experience at Nova Entertainment, keen to continue gaining skills in different forms of media.

Her dream would be to work in the Australian film industry one day.

**SCHOOLS PROGRAM**  
and Community Partner

**RioTinto**

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## CURRICULUM LINKS

### Media

#### Making

**Media Languages:** Introduction to key terminology and technologies related to selected context and focus

**Production:** Controls and audience values influencing the production of media work

**Skills & Processes:** Basic media production skills to integrate codes and conventions in media work for a specific purpose and meaning.

**Representation:** Representation of ideas, issues or people in the media and the values they represent (consideration of stereotypes)

#### Responding

**Analysing and Reflecting on Intentions:** The effectiveness of their own and others' media work for the audience and intended purpose

**Audience:** The role of the audience (interests, values, expectations) in influencing the producer's selection process (selection, omission, emphasis)

### English

#### Language

**Expressing and Developing Ideas:** Visual language - How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound.

#### Literature

**Literature and Context:** How texts reflect the context of culture and situation in which they are created.

#### Creating Literature:

**Creating literary texts** Creating their own literary texts based on the ideas, features and structures of texts experienced

**Experimentation and adaptation** Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts.

#### Literacy

##### Texts in Context

**Texts and contexts in which they are used** How texts relate to their contexts and reflect the society and culture in which they were created.

##### Interpreting, Analysing and Evaluating

**Purpose and audience** Recognising and analysing differences between different types of texts.

#### Creating Texts

**Creating texts** Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features

**Use of software** Using a range of software applications to construct and edit print and multimodal texts.