

# Holy Foley

DIGITAL POD EXPERIENCE  
PRESENTED BY TRAVIS JEFFERY

cinésnaps

CinefestOZ  
SCHOOLS PROGRAM

## OBJECTIVES

Many of the sound effects we see on screen are actually created in a studio by a Foley Artist using an assortment of objects that aren't what we are seeing on screen. In this pod students get to try their hand at getting creative with making their own sound effects for the scene from the short film *Pineapple Island*.

### AGE RECOMMENDATION

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

### DURATION

Recorded duration: 6:23  
Estimated duration, including tasks:  
1-2 hours depending on time given for activity.

### EQUIPMENT

- Pen and paper
- objects to make foley
- editing software to match the sound to the vision
- Recording equipment (simple:phone/iPad) or more advanced

### LESSON PREPARATION

- View clip in its entirety.
- Read the Teacher Information about the lesson and presenter.
- Download Foley Cheat Sheets and Scene from Pineapple Island.

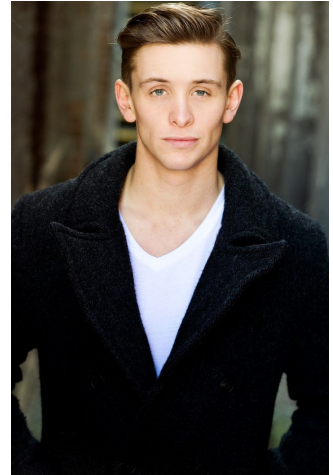
## LESSON

1. View first part of clip with your class while students take notes on the various aspects of sound production.
2. Watch the example scene at 2.52 then pause at 3.13. Discuss what sounds were heard, and ask students to note them down in a list or brainstorm.
3. Continue to watch the clip to rewatch the scene. Ask students to listen closely to the sounds effects and think about what objects could be used to create those sounds. (3.52). Pause the clip and brainstorm what objects could be used to create the sounds. You may wish to use the Holy Foley Sound Effects Cheat Sheet to encourage this discussion.
4. Unpause the video and watch the next scene without sound. Pause clip.
5. Provide students with this a copy of the scene downloaded ahead of time and ask them to brainstorm the sound effects and potential ways to make the sounds as they did with the last scene.
6. Allow students time to create and record the sounds effects for this scene using Foley methods. Use editing software (iMovie, Movie Maker, Premier Pro etc) to edit sound effects in.
7. Watch final part of the video and see the actual scene with sound effects.

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## PRESENTER PROFILE - TRAVIS JEFFERY



Travis is best known for his roles on the acclaimed miniseries Gallipoli, Universal Pictures' Unbroken, directed by Angelina Jolie and Sony's Spin Out. Some of his recent works include Top End Wedding which had its world premiere at Sundance film festival, Danger Close: The Battle Of Long Tan, Disney's Pirates Of The Caribbean: Dead Men Tell No Tales and AMC series The Preacher season 4.

Travis had his stage debut in 2017 when he performed in Sport for Jove's One Flew Over The Cuckoos Nest playing Billy Bibbit, followed by the highly acclaimed Tonsils & Tweezers which he received a Broadway World' Best Actor' nomination. Released in 2020, Travis played Finnish Twins Gael and Gideon in horror comedy Bloody Hell, Bloody Hell is set to become a trilogy. Travis is about to begin filming war epic Before Dawn in 2021.

**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.