

## TASK 4 – SOUND ESSENTIALS



STUDENT NAME \_\_\_\_\_

**Task Type:**

**Duration:**

**Weighting:**

**Production Task 4:** Now that you have filmed and edited your one-minute short story you must build an engaging soundscape for it. At this point it is recommended that any natural sound you had recorded earlier from the camera is disregarded so you can focus on re-recording and building your soundscape from scratch. Your finished piece will be approximately one minute long and synchronise with your vision from task 3.

You must include components of sound from the five elements discussed:

- (1) Dialogue: Due to the nature of preceding tasks dialogue might be minimal - therefore students may use voice-over narration if appropriate.
- (2) Music: Students may build loops or even compose their own music in programs such as Garageband.
- (3) Foley: Students must record some original Foley sounds to incorporate into their project.
- (4) Sound Effects: Using sound effects libraries students must incorporate believable sound effects.
- (5) Atmospheric: Students must sustain continuity within their soundscape by recording effective atmospheric tracks.

Students must categorise and document each sound they will be need before they begin obtaining the sounds and building the soundscape. This 'audio acquisition list' will have the following features:

Track	Type	Description of sound & proposed method of capture	Dur.
1	Atmos.	Birds Singing in outdoor setting (either portable recorder or SFX library)	10
2	Atmos.	Office Ambience light computer hum (portable recorder or usb microphone plugged into laptop)	50
3	Dialogue	Girl breathing, sighing and talking to self (portable recorder or usb microphone plugged into laptop)	50
4	Foley	Girl typing and clicking the mouse (either portable recorder or SFX library)	8
5	SFX	Beeping sound of computer loading (sound effects library)	5
6	Foley	Girl tapping fingers on desk (portable recorder or usb microphone plugged into laptop)	5
7	SFX	Sound of loud clock ticking (SFX library or portable recorder if required)	10
8	SFX	Computer error sound (SFX library)	3
9	SFX	Computer crashing sound (SFX library)	2
10	SFX	Whooshing sound as we track quickly to computer (SFX library)	2
11	Music	Upright Bass theme music (SFX library, Garageband or similar)	50
13	Music	Upbeat drums to accompany Bass line (SFX library, Garageband or similar)	15
14	Music	Custom contemplative vibraphone as girl thinks (Garageband or similar)	10
15	Music	Intense Pad sound as girl gets frustrated (SFX library, Garageband or similar)	10

## TASK 4 – AUDIO FOR SHORT FILM

### PLANNING

5	<ul style="list-style-type: none"><li>• Student creates a detailed audio acquisition list that identifies and explains each sound that needs to be acquired in order to complete the task to the highest standard possible.</li><li>• Detailed written documentation justifies creative ideas showing a strong understanding of the five aspects of sound discussed.</li></ul>
4	<ul style="list-style-type: none"><li>• Student creates an audio acquisition list that identifies and explains each sound that needs to be acquired in order to complete the task to a high standard.</li><li>• Written documentation justifies creative ideas showing a sound understanding of the five aspects of sound discussed.</li></ul>
3	<ul style="list-style-type: none"><li>• Student creates an audio acquisition list that identifies and explains most sounds that need to be acquired in order to complete the task to a satisfactory standard.</li><li>• Written documentation justifies ideas showing a satisfactory understanding of the elements of sound discussed.</li></ul>
2	<ul style="list-style-type: none"><li>• Student attempts to create an audio acquisition list that identifies some sounds that need to be acquired.</li><li>• Written documentation shows a limited understanding of the elements of sound discussed.</li></ul>
1	<ul style="list-style-type: none"><li>• Student makes a limited effort in organising an audio acquisition list.</li><li>• Written documentation shows little to no understanding of the elements of sound discussed.</li></ul>
<b>/5</b>	<b>Score</b>

## SKILLS & TECHNIQUES DEMONSTRATED

9-10	<ul style="list-style-type: none"><li>• Student generates an original multi-track soundscape that synchronises with pre-recorded vision to a professional standard.</li><li>• Student acquires relevant and professionally recorded sounds to incorporate into their soundscape.</li><li>• Student incorporates the five elements of sound into their mix in a sophisticated and effective manner.</li></ul>
7-8	<ul style="list-style-type: none"><li>• Student generates an original multi-track soundscape that synchronises with pre-recorded vision to a high standard.</li><li>• Student acquires relevant and well-recorded sounds to incorporate into their soundscape.</li><li>• Student incorporates the five elements of sound into their mix in an effective manner.</li></ul>
5-6	<ul style="list-style-type: none"><li>• Student generates an original multi-track soundscape that synchronises with pre-recorded vision to a satisfactory standard.</li><li>• Student acquires relevant sounds to incorporate into their soundscape.</li><li>• Student incorporates the five elements of sound into their mix in a satisfactory manner.</li></ul>
3-4	<ul style="list-style-type: none"><li>• Student generates a multi-track soundscape that synchronises with pre-recorded vision to a limited standard.</li><li>• Student incorporates the five elements of sound into their mix in a limited manner.</li></ul>
1-2	<ul style="list-style-type: none"><li>• Student's soundscape shows a limited understanding and ability to create an original soundscape.</li></ul>
<b>/10</b>	<b>Score</b>

**ROLE AND PUNCTUALITY**

<b>5</b>	Student works to a deadline very effectively, completing the task and it's associated components to a high standard within the set timeframe.
<b>4</b>	Student works to a deadline, completing the task and it's associated components to a satisfactory standard within the set timeframe.
<b>3</b>	Student works to a deadline most of the time, completing most elements of the tasks within the set timeframe.
<b>2</b>	Students' commitment to finishing work on time is lacking and many elements of the task not submitted in set timeframe.
<b>1</b>	Little commitment demonstrated to submitting work on time.
<b>/5</b>	<b>Score</b>
<b>/20</b>	<b>Total score for Major Production</b>
	<b>TASK WEIGHTING:</b>

**TEACHER COMMENT**