



*The Art Of: Sound*

## **Education Resources and Activities for Ovation documentary**

### ***The Art Of: Sound***

#### **Grade Level – 9-12**

- General Music

#### **Materials for teacher**

Note: It is recommended that teachers view all programming clips prior to using the activities in class.

#### **Standards**

##### **National Core Arts Standards – Music**

Activities and Resources contained in this document support the areas of:

- Creating
- Presenting
- Responding
- Connecting

##### **National Standards for Arts Education**

##### **Music – Grades 9-12**

Standard 6 – Listening to, analyzing and describing music

Standard 7 – Evaluating music and music performances

Standard 9 – Understanding music in relation to history and culture

#### **Activity Overview**

There are two parts to these resources.



## ***The Art Of: Sound***

### **Part I**

Students will gain an understanding of the art of film sound effects, a Japanese drum ensemble, and noted contemporary musician, by viewing and discussing segments of a documentary. Students will enhance their reading and research skills, exploring websites on the Internet related to the subjects and artists featured in the documentary.

### **Part II**

Students will write lyrics in a style of Hip-Hop, and correlating to the style of a musician featured in the documentary.

### **Length of Activities:**

**7 – 45-minute class periods**

**Part I        *The Art Of: Sound* – Exploring the art of film sound effects,  
Taiko Drumming, and musician Katisse Buckingham**

**Part II        Analyzing music of Katisse Buckingham  
and writing lyrics for Hip-Hop style song**

### **Instructional Objectives**

- Students will understand the process and elements of film sound effects
- Students will identify and gain understanding of a particular form of native Japanese music
- Students will identify song structure of a particular genre, indicating expressive qualities
- Students will understand how a composer uses musical concepts to contribute to meaning and mood of a song
- Students will write song lyrics
- Students will enhance research skills



## *The Art Of: Sound*

### Supplies

- computers with Internet access and a printer
- equipment for screening documentary footage
  - White Board, or
  - laptop computer, projector with speakers, screen
- Ovation's documentary: *The Art Of: Sound*
- blank pieces of paper and pens
- journals in binder format – for students' notes and assessments

### PART 1

#### Activity 1 – Day 1

#### Class work

#### Subject-related words

The teacher will relate the following list of words and definitions to the students for use during class discussions and in their writing assignments. These specific definitions were selected for their correlation to words used in association with these activities from <http://www.merriam-webster.com/> The students can obtain additional meanings for these words, and usage, from this website.

**agility**      *noun* :the quality or state of being agile: NIMBLENESS, DEXTERITY  
<played with increasing agility>

**articulate**      *adjective* 1 a: divided into SYLLABLES or words meaningfully arranged: INTELLIGIBLE b. able to speak c: expressing oneself READILY, clearly, or effectively

**chord**      *noun* :three or more musical tones sounded simultaneously

**dynamic**      *adjective* :always active or changing :having or showing a lot of energy  
:of or relating to energy, motion, or physical force

**ensemble**      *noun* :a group of people or things that make up a complete unit (such as a musical group, a group of actors or dancers, or a set of clothes) : a group producing a single effect: as a: concerted music of two or more parts



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<b>Foley</b>	<i>noun</i> – <i>often attributive</i> :sound effects created for a film <a Foley Artist> origin – Jack D. Foley, American sound technician
<b>Hip-Hop</b>	<i>noun</i> 1 :a subculture especially of inner-city youths who are typically devotees of rap music 2 : the stylized rhythmic music that commonly accompanies rap: also: rap together with this music
<b>interpret</b>	<i>verb - transitive verb</i> 1: to explain or tell the meaning of: present in understandable terms <interpret dreams> <needed help interpreting the results>
<b>intonation</b>	<i>noun</i> 3: the ability to play or sing notes in tune
<b>lyric</b>	<i>noun</i> 1 :a lyric composition; specifically : a lyric poem 2: the words of a song – often used in plural
<b>melody</b>	<i>noun</i> 1: a sweet or agreeable succession or arrangement of sounds: TUNEFULNESS 2 :a rhythmic succession of single tones organized as an aesthetic whole
<b>mood</b>	<i>noun</i> 1: a conscious state of mind or predominant emotion: FEELING; also: the expression of mood especially in art or literature
<b>note</b>	<i>noun</i> 1 a (1) obsolete: MELODY, SONG (2)a (3): CALL, SOUND; especially: the musical call of a bird b: a written symbol used to indicate duration and pitch of a tone by its shape and position on the staff
<b>phrase</b>	<i>noun</i> 3 : a short musical thought typically two to four measures long closing with a cadence 4: a word or group of words forming a syntactic constituent with a single grammatical function <an adverbial phrase>
<b>rhythm</b>	<i>noun</i> 2 a: the aspect of music comprising all the elements (as accent, meter, and tempo) that relate to forward movement
<b>timbre</b>	<i>noun</i> :the quality given to a sound by its overtones: as a: the resonance by which the ear recognizes and identifies a voiced speech sound b: the quality of tone distinctive of a particular singing voice or musical instrument
<b>tone</b>	<i>noun</i> :vocal or musical sound of a specific quality <spoke in low tones> <masculine tones>; especially: musical sound with respect to timbre and manner of expression 2 a:a sound of definite pitch and vibration



## ***The Art Of: Sound***

### **Homework**

Following are suggested Internet websites, containing information, images and examples of music of artists featured in the documentary *The Art Of: Sound*. It is suggested that the teacher and students explore some or all of these resources prior to and throughout the class experience. The teacher will ask the students to keep notes in their journals about class discussions, and to log their observations.

### **Related Websites**

#### **Brandon Jones**

<http://www.imdb.com/name/nm3232576/>

#### **Taiko Resource – Overview and History**

[http://www.taiko.com/taiko\\_resource/history.html](http://www.taiko.com/taiko_resource/history.html)

#### **Katise Buckingham**

<http://www.katise.com/>

#### **Hip Hop music**

<http://www.usfsa.org/content/Ice%20Dance%20Rhythms%20-%20Hip%20Hop.pdf>

### **Class Work**

The teacher will stream programming clips 1 through 3, from the program *The Art Of: Sound*. Each clip is two to three minutes in length. Following each clip the teacher will engage the students in discussions about the content. The teacher may decide to use the discussion points below, or include other points in the student dialogue.



## *The Art Of: Sound*

### Clip 1

#### Discussion Points

- In these opening sequences we view scenes from an action film. Note the visuals and correlating sound effects.
- Observe and discuss how sound helps convey the meaning of the scene.
- References are made about layering up several sounds together. Observe and listen. Discuss what you believe are the layers of sound in these scenes.
- Observe the ambient sounds referred to in this scene.
- List the various components and items the sound director is using and handling to create sound effects.

### Clip 2

#### Discussion Points

- Here we learn that Brandon Jones is a firm believer in using original sound effects and that he actually records a lot of his own sounds.
- Observe the actor in the scene taking a few steps then getting down on one knee. Discuss the importance of getting these actions in sync with the sound effect.
- Discuss the actions and materials Brandon Jones used to align the foley sounds to the action on the screen.

### Clip 3

#### Discussion Points

- Observe the drummers as they drum. Pay special attention to the size of the drums, the body movements of the musicians and the sounds being generated. In your opinion, what physical attributes must the drummers have to effectively create music with these instruments?
- Listen as Bryan Yamami describes the history of Taiko drumming and the importance of bring it into modern day.
- Note and discuss the various drum sounds referred as timbres of the drum.
- Observe the movements of the drummers and discuss the various physical requirements necessary to perform Taiko.
- Do you agree or disagree that it's an open art form? Expand on your opinion and discuss the concept as you observe the drummers in action.



## *The Art Of: Sound*

### **Activity 1 – Day 2**

#### **Class Work**

The teacher will continue to stream programming clips 4 through 6, from the program *The Art Of: Sound*. Each clip is two to three minutes in length. Following each clip the teacher will engage the students in discussions about the content. The teacher may decide to use the discussion points below, or include other points in the student dialogue.

#### Clip 4

##### Discussion Points

- In this sequence the drummers are beating side by side in groups. From what you observe, what personal non-musical traits do you believe these individuals possess? In your opinion, what are they expressing?
- In this sequence, listen and observe as Bryan Yamami Kujisoga discuss the importance of first vocalizing a sound then playing it onto the drum.
- It is noted here that during the activities of this group, they become one with each other. Discuss this experience and in your opinion why is it relevant to the group as Taiko drummers?
- Discuss the feelings mentioned: someone you just met, and someone you hope to continue playing with for many years. In your opinion how might these very personal feelings translate to Taiko movements?
- Discuss the comments made in these scenes about the relevance of the American Taiko in this country being the heartbeat of Japanese-America.

#### Clip 5

##### Discussion Points

- In this sequence we learn about musician Katisse Buckingham's viewpoint – sound is vibration, vibration is energy. He states that he wants to put good positive energy in the world.
- He plays various instruments, is well known for his genre-defying sound, and grew up in southern California, exposed to a mix of styles – Afro, Cuban, Latin, hip hop, jazz, and what's now called classic rock.
- Now that you have learned something of his background, using singular words, in your opinion describe the personal and artistic characteristics you believe he possesses.



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- Watch and observe as Buckingham sings. Focus on his body language, energy and rhythm, and lyrics. What feelings does this generate in you?
- Discuss the mood and tone of the song and the details of his performance.

### Discussion Points

#### Clip 6

- Buckingham says that lyrics are sort of impressionistic. As you listen to them, do you agree they are multilayered? If so or if not, expand on your opinion.
- He loves alliteration and rhymes. In your opinion, how might alliteration and rhyme impact the texture and meaning of song lyrics?
- Listen to the lyrics, and observe his energy and movements of his hands and fingers.
- What feelings or emotions do these stir in you?
- Listen as musicians play together. Identify the mood of the music generating from the fusion of the various instruments.
- What is the overall feel of the music?
- Here musicians Max Haymer and James Yoshizawa speak. After listening to their comments about the experience of playing with Buckingham, what artistic sensibilities do you believe they possess in order to successfully perform with Buckingham?

## **Activity 2 – Days 3-8**

### **PART II**

#### **Day 3**

The teacher will do the following:

1. Stream a recording of Katisse Buckingham's song (available in program Clip 6 of The Art Of: Sound).
2. Ask the students which phrases in the lyrics have the strongest impact conveying meaning and mood.
3. Ask the students to make notes in their journals about the following:
  - a. What feelings do these lyrics evoke?
  - b. Did the performer appear to sing with a sense of conviction?
    - i. If so, or if not, indicate phrases supporting opinions



## *The Art Of: Sound*

### **Days 4 - 7**

The teacher will do the following

1. Tell the students they will engage in an activity of writing lyrics intended for use in a Hip-Hop style song.
2. Divide the students into groups of three to four students (depending on class size)
3. Provide the following guidelines to each student about creating a Hip-Hop song.
  - a. Select a topic or emotion. It could be something meaningful that has happened in the distant or recent past, or some thing or issue about which you feel strongly. It may be personal, where you talk about yourself, or something that is happening in your city or in the world. You may want to create a title to correlate with your lyrics or write one once your lyrics are finished.
  - b. Develop a beat.
  - c. Write lyrics that would serve as the first verse – 16-bars.
  - d. Relate to students that Hip-Hop generally relies on a 16-bar verse form followed by a chorus/hook section. Often there are three verse sections, each followed by a chorus or hook section. The third verse is sometimes replaced with a bridge. The hook/chorus provides an anchor while verses tell the story, or express the rapper's personality.
  - e. Use metaphors, alliteration and rhyme in the lyrics. (Note: The teacher is encouraged to replay clip 6 of *The Art Of: Sound*, featuring the performance of Katisse Buckingham).
  - f. Incorporate a beat that charges your lyrics, and focus on writing about something that really has meaning to you.



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### **Day 6**

1. Each group member shares his/her topic and lyrics amongst his/her group, and select the group's most effective lyrics.
2. Criteria for selection:
  - a. engaging topic and/or emotion
  - b. effective use of metaphor, alliteration and rhyme
  - c. effective beat

### **Day 7**

1. The student in each group whose lyrics were selected by his/her group as the most effective presents the lyrics to the entire class.
2. The class listens, assesses and comments on the lyrical qualities and elements of style for each of the selected lyrics performed.

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## **Related resources**

My Song Coach – Writing Rap and Hip-Hop Songs

<http://mysongcoach.com/writing-rap-and-hip-hop-songs/>

wiki – how to do anything

<http://www.wikihow.com/Write-Lyrics-to-a-Rap-or-Hip-Hop-Song>