



<b>Game lesson title</b>	<b>Listen up! Making videogame soundscapes</b>		
<b>Brief intro</b>	Video game worlds are not just visual, but rely on sound to engage, excite and entertain audiences. This lesson sequence will develop student critical and creative understanding of video game soundscapes.		
<b>Lesson hook</b>	<i>Does sound make a world more real?</i>		
<b>Suggested year level</b>	VCE Media	<b>Suggested age level</b>	15-18
<b>Number of lessons</b>	3 x 50 min sessions	<b>Costs involved?</b>	No
<b>Author</b>	You are free to copy, communicate and adapt this lesson plan which was created by Jenna Grace and licensed under a <a href="#">Creative Commons Attribution 2.0</a>		
<b>Subject/s</b>			
<input checked="" type="checkbox"/> VCE Media			
<b>Curriculum/Capabilities Alignment (VIC/AC) and Skills</b>			
<b>VCE Unit 1: Outcome 1</b>  <b>Key knowledge:</b>	<ul style="list-style-type: none"> <li>the nature of media representations within and across media products and forms, and from different periods of time, locations and contexts</li> <li>media codes and conventions that are used to construct media products and meanings in different media forms</li> <li>the construction of representations within and across products and forms from different periods of time, locations and contexts</li> <li>audience engagement with, and consumption and readings of media representations in different media products and forms from different periods of time, locations and contexts</li> </ul>		
<b>VCE Unit 1: Outcome 1</b>  <b>Key skills:</b>	<ul style="list-style-type: none"> <li>describe the nature and form of representations within media products and forms from different periods of time, locations and contexts</li> <li>analyse the media codes and conventions used to construct media products and meanings in different media forms from different periods of time, locations and contexts</li> </ul>		



	<ul style="list-style-type: none"><li>• compare the construction of representations within and across media products and forms from different periods of time, locations and contexts</li><li>• discuss how audiences engage with, and consume and read representations in media products and forms</li></ul>
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<b>Game Used</b>	<b><i>The Fish Market, video of Overwatch and World of Warcraft</i></b>		
<b>Game play required?</b>	During class, extension and home learning outside of class		
Classification	CONSOLE	INTERNET REQUIRED?	COST (RRP)
G & PG	<i>Overwatch and World of Warcraft:</i> Video watched as a class on projector <i>Fishmarket:</i> played on a macOS or PC	No	-
<b>Important note about Game Classification</b>			
As classifications can change, teachers are responsible for checking the latest videogame classification and suitability for their class age group. Please visit <a href="https://www.classification.gov.au/">https://www.classification.gov.au/</a> and <a href="https://www.commonsense.org/education/">https://www.commonsense.org/education/</a> to guide you.			
<b>How are games used by students in the lesson?</b>			
<input checked="" type="checkbox"/> <b>Watchers</b> – observing, analysing and evaluating. Learning about the world and ourselves through understanding the impact of games culture and industry.			
<input checked="" type="checkbox"/> <b>Players</b> - learning by playing videogames - learning things applicable to life outside of (and in) the game e.g. flight simulators, esports, etc.			
<input checked="" type="checkbox"/> <b>Makers</b> - learning through making games (coding, creative production, teamwork, leadership).			
<input type="checkbox"/> <b>Explorers</b> (Minecraft) – imaginative, self-directed, exploratory/sandbox learning. Shining through play.			
<b>eSafety Considerations</b>			
Some version of <i>Overwatch</i> and <i>World of Warcraft</i> have higher classifications, but the video watched in class only shows the locations for the soundscape.			



#### Technical Notes

- Download *The Fish Market* game by Grace Bruxner (<https://fisho.itch.io/market>) onto macOS or PC devices
- Download Garageband App onto devices
- Have a projector or screen to watch a shared video with the class

#### Prior knowledge/skills (Required/Recommended/References)

Low skills required for group play of *The Fish Market*

#### Student Outcomes

<b>Learning goals</b>	<b>KNOW:</b> What is a soundscape, how does sound represent places and events, how can sound construct meaning and engage audience, how soundscapes are constructed
	<b>BE ABLE TO:</b> analyse soundscapes in video games, discuss audience engagement through soundscapes, record sounds, design and create soundscapes, use garage band.
	<b>IMPROVE:</b> collaboration skills, reflection skills, critical and creative thinking skills, ICT capabilities.

#### LESSON SEQUENCE: #1. What do you hear and feel?

<b>Prep &amp; introduction activities</b>	<p><b><u>Teacher prep:</u></b> Download <i>The Fish Market</i> game by Grace Bruxner (<a href="https://fisho.itch.io/market">https://fisho.itch.io/market</a>) onto macOS or PC devices; have a projector or screen to watch both downloaded and also streamed videos with the class.</p> <p><b><u>Class introduction (20 minutes):</u></b></p> <ul style="list-style-type: none"><li>• Listen to the world around you. If possible, - go outside. Write down everything can hear.</li><li>• Make a class list of all the sounds, titled: <i>School Soundscape</i></li></ul> <p>Watch <a href="#">Blizzard Soundscapes video</a> about <i>Overwatch Sound Design</i></p> <ul style="list-style-type: none"><li>• Chalk talk – in small groups of 4</li></ul> <p>Have 4 different prompt questions printed on different pieces of paper, students have 1 minute to write notes on each question before it is passed to the next person (<a href="#">more on the Chalk Talk Visible Thinking Routine</a>)</p>



	<ul style="list-style-type: none"> <li>○ What is the role of a Sound Designer?</li> <li>○ Why was it important to have authentic Paris sounds?</li> <li>○ Why was it important to use pigeons?</li> <li>○ How did these sounds make the game players feel?</li> <li>● Share responses with the class.</li> </ul>																
<b>Main lesson activities</b>	<p><b><u>Critical and Creative activity: (20 minutes):</u></b></p> <ul style="list-style-type: none"> <li>● In small groups of 2-4, play the game “The Fish Market” on a computer.</li> <li>● Each student plays for at least 2minutes.</li> <li>● While one person plays, the others complete this:</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">What was the sound ?</th> <th style="padding: 5px;">Was it realistic ?</th> <th style="padding: 5px;">How did this sound make the game player feel?</th> <th style="padding: 5px;">How did this sound create the world of The Fish Market ?</th> <th style="padding: 5px;">How do you think the sound designer made this sound?</th> <th style="padding: 5px;">How were sounds similar to “Overwatch Paris” soundscape ? Why?</th> <th style="padding: 5px;">How were sounds different to “Overwatch Paris” soundscape ? Why?</th> <th style="padding: 5px;">How did this sound interrelate with other codes to construct meaning?</th> </tr> </thead> <tbody> <tr> <td style="height: 100px; vertical-align: top;"></td><td style="height: 100px; vertical-align: top;"></td></tr> </tbody> </table>	What was the sound ?	Was it realistic ?	How did this sound make the game player feel?	How did this sound create the world of The Fish Market ?	How do you think the sound designer made this sound?	How were sounds similar to “Overwatch Paris” soundscape ? Why?	How were sounds different to “Overwatch Paris” soundscape ? Why?	How did this sound interrelate with other codes to construct meaning?								
What was the sound ?	Was it realistic ?	How did this sound make the game player feel?	How did this sound create the world of The Fish Market ?	How do you think the sound designer made this sound?	How were sounds similar to “Overwatch Paris” soundscape ? Why?	How were sounds different to “Overwatch Paris” soundscape ? Why?	How did this sound interrelate with other codes to construct meaning?										
<b>Reflection activity</b>	<p><b><u>End of lesson (10 minutes):</u></b></p> <ul style="list-style-type: none"> <li>● Watch this video on the ACMI youtube channel interviewing sound designer Maize Wallin: <a href="https://www.youtube.com/watch?v=eG0Zq_AjIHW">https://www.youtube.com/watch?v=eG0Zq_AjIHW</a></li> <li>● Complete an exit card with the following questions, either hand written onto paper and collated in a visible space, or typed into shared document: <ul style="list-style-type: none"> <li>○ How does video game sound design engage audiences?</li> <li>○ How might different sounds engage different audiences differently? Depending on audience experience, knowledge, expectation...</li> <li>○ What is an example of a sound creating a feeling you have noticed today?</li> </ul> </li> </ul>																



<b>Differentiation:</b> <b>modification, extension and inclusion notes</b>	<p><b>Modification:</b> Questions are reduced in the group table for “The Fish Market” gameplay activity to only include: What was the sound? Why did the sound designer use this sound? How did this sound create the world of The Fish Market?</p> <p><b>Extension:</b> Students complete a Claim support Question (<a href="https://pz.harvard.edu/resources/claim-support-question">https://pz.harvard.edu/resources/claim-support-question</a>) or a Ladder of Feedback (<a href="https://pz.harvard.edu/resources/ladder-of-feedback">https://pz.harvard.edu/resources/ladder-of-feedback</a>) about the sound design in “The Fish Market”.</p> <p><b>Inclusion:</b> For students with different sight abilities, descriptions of the locations could be communicated.</p>
<b>Student Homework/Further Work</b>	
Students research the work of Game Designer Grace Bruxner who made <i>The Fish Market</i> : <a href="https://www.youtube.com/watch?v=WcoKbJcGH0g">https://www.youtube.com/watch?v=WcoKbJcGH0g</a> and her website: <a href="https://gracebruxner.com/">https://gracebruxner.com/</a> Students listen to soundscapes in video games they play at home and note down the sounds.	
<b>Assessment</b>	
Formative and observational: student input on an exit card, student contributions to class discussion, student contributions to Chalk Talk activity, student group participation and collaboration	



LESSON SEQUENCE: #2: School soundscapes.	
<b>Prep &amp; introduction activities</b>	<p><b>Teacher prep:</b> Download Garageband App onto devices for students to use in small groups. Have a projector or screen to watch a streamed video with the class.</p> <p><b><u>Class introduction (10 minutes):</u></b></p> <ul style="list-style-type: none"><li>• Think Pair Share activity (<a href="https://pz.harvard.edu/resources/think-pair-share">https://pz.harvard.edu/resources/think-pair-share</a>): <i>Define the term “soundscape?” How is it different from a Sound Effect?</i> Document responses.</li><li>• Observe responses to the exit card activity from last lesson.</li><li>• Think, Pair Share, and document responses: Why are soundscapes used in Video Games? Why not just silence or music? What ways can sound engage audiences?</li></ul>
<b>Main lesson activities</b>	<p><b><u>Creative activity: (30 minutes):</u></b></p> <ul style="list-style-type: none"><li>• Prompt: <i>If our school was a game, what would the soundscape be? How would sound give ideas of school? How would your game players feel?</i></li><li>• In small groups, consider the prompt. Firstly identify, how you want to represent the school as a place: a fun place, a scary place, a serious place? Write down ideas about sounds to record and what feelings you want your players to have, and how this can connect to the way you want to represent the environment. Decide on 5 sounds that could create your soundscape.</li><li>• Watch this interview with a <i>Blizzard</i> company Sound Designer discussing how to make soundscapes: <a href="https://www.youtube.com/watch?v=fOKbBce2oYk">https://www.youtube.com/watch?v=fOKbBce2oYk</a></li><li>• After watching, reflect: do you want to make any changes or additions? You can plan up to 10 sounds.  Some sound ideas: Dripping taps, pencils writing, birds singing, people talking, wind sound, trees or plants rustling, doors opening and closing, footsteps ....</li><li>• Create and mix your soundscape with up to 10 sounds:  Equipment needed (as referenced in the video): Headphones</li></ul>



	<p>Recording device/iPad + microphone to plug in</p> <p>Using Garage Band, a quick introduction (this could be written in a visible place):</p> <p>Open App</p> <p>+ create song</p> <p>+ tracks &gt; audio recorder (voice)</p> <p>+ press record (the red circle button), the countdown will start, record the sound.</p> <p>+ Press the timeline button to see the track placed on the timeline</p> <p>+Press the “+” button to add a new track</p> <p>+Continue building your soundscape</p> <p>To refine:</p> <p>+Edit the volume level on the left of the timeline track</p> <p>+Play with the settings on each track and the FX</p> <p>+Share song and send to teacher</p> <ul style="list-style-type: none"><li>• Keep notes through the process of what your group did and why. This could be typed into shared document, or displayed in a visible area of the classroom.</li></ul>
<b>Reflection activity</b>	<p><b><u>End of lesson (10 minutes):</u></b></p> <ul style="list-style-type: none"><li>• As a class, listen to each soundscape and discuss or write down ideas and feelings from each groups soundscape.</li><li>• Complete an exit card with the following questions, either hand written onto the paper with the process written for display in a visible space, or typed into shared document:<ul style="list-style-type: none"><li>○ How did your soundscape engage your classmates? Was it how you intended? Why or why not?</li><li>○ Would audiences not in the school engage differently listening to the same soundscape, why could that be?</li><li>○ If you had to design the imagery of the game of your school, describe the lighting</li><li>○ What did you learn about making soundscapes?</li></ul></li></ul>



<b>Differentiation: modification, extension and inclusion notes</b>	<b>Modification:</b> Record separate sounds using a voice recorder app. <b>Extension:</b> Students add in music and other effects in Garageband. Students link with photographs of the school in a video editing program. Students design characters and plan the sound effects they would make.
<b>Student Homework/Further Work</b>	
Practise the activity again independently at home with the prompt: : If your bedroom was a game, what would the soundscape be? How would sound give ideas of your room? How would your game players feel? Take photos of your room, considering lighting and camera techniques, and add a soundscape to them using garageband and a video editing program. Explore, download and play these games: <a href="https://www.acmi.net.au/code-breakers-games/">https://www.acmi.net.au/code-breakers-games/</a>	
<b>Assessment</b>	
Formative and observational: student input on an exit card, student contributions to class discussion, student contributions to creative activity, student group participation and collaboration.	



LESSON SEQUENCE: #3. Create a game world.	
<b>Prep &amp; introduction activities</b>	<p><b><u>Teacher prep:</u></b> Download Garageband App onto devices for students to use in small groups. Have colour images printed (see attached folder). Have a box of items to create sounds, such as different types of paper, plastic water bottles, pens, heavy material, miscellaneous objects. Have a projector or screen to watch both a downloaded and a streamed video with the class.</p> <p><b><u>Class introduction (5 minutes):</u></b></p> <p>Think Pair Share:</p> <p>What is one piece of advice you would give yourself last lesson before making a soundscape?</p> <p>What makes a successful soundscape?</p>
<b>Main lesson activities</b>	<p><b><u>Critical and creative activity: (35 minutes):</u></b></p> <ul style="list-style-type: none"><li>• Individually or in small groups, your task is to create a soundscape for an imagined video game world. Select an image as inspiration. Make notes around the image:<ul style="list-style-type: none"><li>○ What does this image make you feel? What might the game be about? How you want to represent the place? What sounds can you image straight away? Write down ideas about sounds to record and what feelings you want your players to have, and how this can connect to the way you want to represent the environment. Decide on 5 sounds that could create your soundscape.</li></ul></li><li>• Listen to the original soundscapes from lesson #1.</li><li>• How do you create sound effects for an imagined world? What is a Foley artist? <a href="https://www.youtube.com/watch?v=UO3N_PRlgX0">https://www.youtube.com/watch?v=UO3N_PRlgX0</a></li><li>• Experiment with objects in the box and in the classroom to create sound effects.</li><li>• Using Garageband, make a soundscape with at least 5 layered sounds. Be creative with recording and manipulating sounds.</li></ul>



<b>Reflection activity</b>	<p><b>End of lesson (10 minutes):</b></p> <ul style="list-style-type: none"><li>• Share your final soundscape with your teacher and write your reflection:<ul style="list-style-type: none"><li>○ How did I manipulate codes and conventions of sound to engage audiences?</li><li>○ How did I construct my soundscape?</li><li>○ How did I represent place similarly or differently to other games studied?</li><li>○ What am I most proud of?</li><li>○ What was a challenge?</li><li>○ What did I learn?</li><li>○ What am I curious to find out more about?</li></ul></li></ul>
<b>Differentiation: modification, extension and inclusion notes</b>	<p><b>Modification:</b> Record separate sounds using a voice recorder app. <b>Extension:</b> Students add in music and other effects in Garageband. Students could compile the image and the soundscape in iMovie or a video editing platform. Students could edit the original images in a photo editing software to further represent the concept.</p>
<b>Student Homework/Further Work</b>	
Students select a sequence of images of different areas within the game, with different soundscapes for each area. Consider: what sounds are similar? How does each different area of the game make the audience feel differently? Explore, download and play these games: <a href="https://www.acmi.net.au/code-breakers-games/">https://www.acmi.net.au/code-breakers-games/</a>	
<b>Assessment</b>	
Formative: student final soundscape and reflection, student group participation and collaboration. Summative: VCE Assessment could be a comparison of three different soundscapes from these games: <a href="https://www.acmi.net.au/code-breakers-games/">https://www.acmi.net.au/code-breakers-games/</a> This assessment could be submitted as a podcast or a video essay. Students analyse how the codes and conventions of sound in video games construct representations.	

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