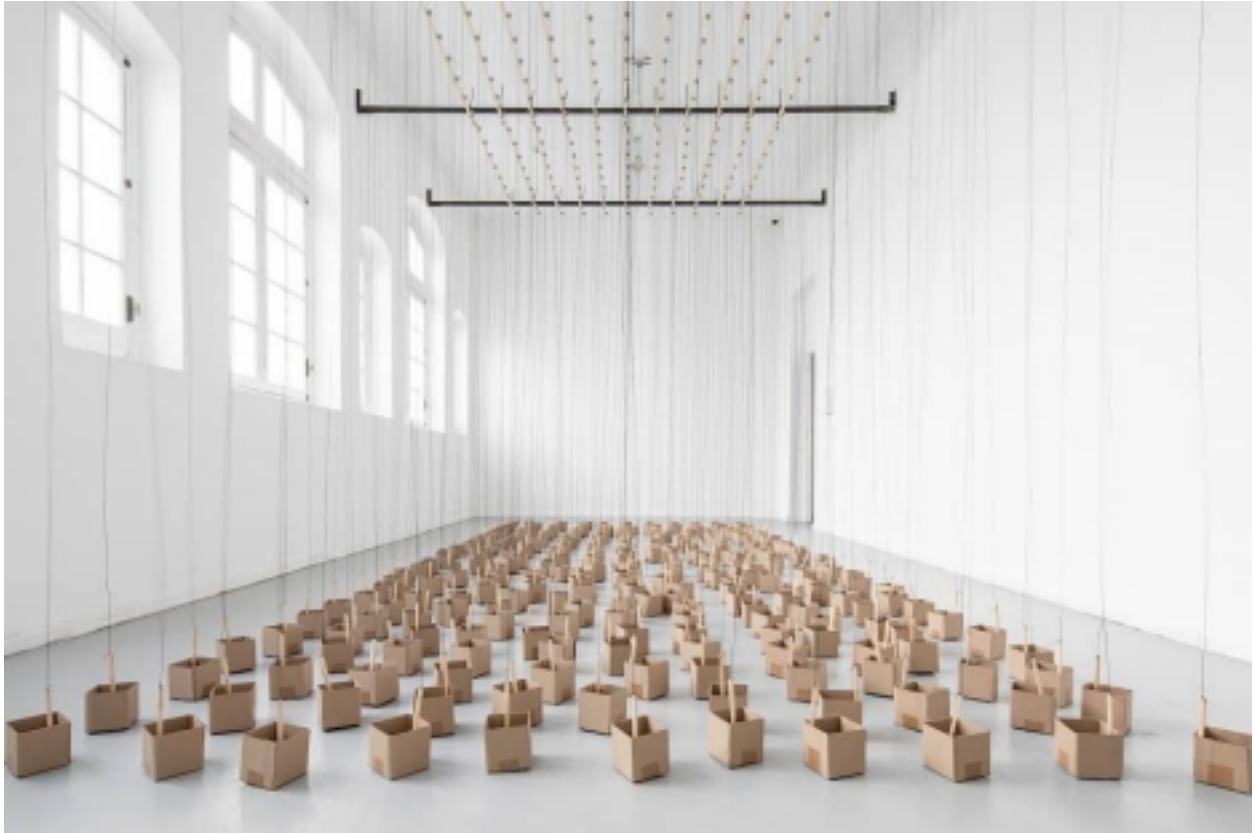


Sound Art

11th-12th Grade



Zimoun, 297 prepared dc-motors, 1247m rope, wooden sticks 19cm, cardboard boxes 10x10x10cm, 2019. Installation view at the Museum of Contemporary Art MAC Santiago de Chile, 2019

Renee Silva

January 18, 2023

Introductory Information:

- Art 600 “advanced open studio” for grades 11-12, 14 students
- 3 75 minutes classes
- Students will create a sound piece to be used interdisciplinarily in a work or as an audio interpretation of a pre-existing artwork.

STAGE 1: DESIRED RESULTS

A. ENDURING UNDERSTANDINGS:

- Students will understand the medium of sound via its history and many forms. • Students will understand the elements of storytelling that make up a narrative sound piece.
- Students will understand how to use Adobe Audition to edit and export their sound pieces.
- Students will understand how to use a recorder to record sounds.
- Students will understand how sound can expand their current art practice.

B. ESSENTIAL QUESTIONS:

- How do we understand and interpret sound art?
- How can you use sound to further strengthen an artwork or an idea?
- How can the elements of rhythm, storytelling, recorded, and archived material be composed as a sound piece?

C. STATE STANDARDS ADDRESSED:

- Generate and conceptualize artistic ideas and work. (F.V.Cr.01)
- Interpret intent and meaning in artistic work. (F.V.R.08)
- Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. (F.V.Co.11)

D. ACQUISITION/ LEARNING OBJECTIVES:

- The students will listen to and discuss a range of sound art pieces in terms of what they're hearing, what kind of narrative they find, and how it might impact them.
- The students will do a recorder scavenger hunt in pairs to practice using the recorders and help them think about different sounds they can record.
- The students will follow an audition demo practicing basic editing elements using the recorded sounds from the scavenger hunt.
- The students will use open studio time to work on their own pieces, either using the sounds from the scavenger hunt, archived or found material, either as a remake of a preexisting piece or to be included in an interdisciplinary piece.
- The students will write artist statements and self-grade, as well as participate in listening sessions and giving each other feedback on their work.

STAGE 2: ASSESSMENT EVIDENCE

A. PERFORMANCE TASK OR FINAL PRODUCT:

The final product will be a sound piece either using the sounds from the scavenger hunt, archived or found material, either as a remake of a preexisting piece or to be included in an interdisciplinary piece. In addition to the sound piece, either submitted in form of a .wav file or in an installation with other materials. Also included is the artist statement showing thinking.

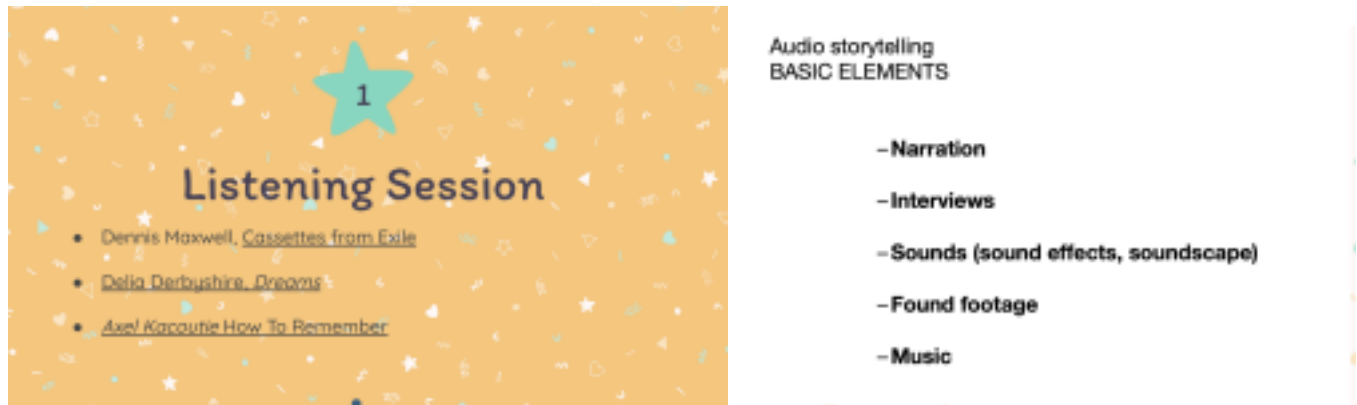
B. SUMMATIVE ASSESSMENT:

Project checklist:

- Sound art recreates or expands on previous or current artwork
- Uses archived sound to create a type of sound art
- Uses Audition to edit sound in interesting and intentional ways
- Upload .wav file to warm-up folder
- Upload artist statement to warm-up folder answering the questions below:
 - Describe your thinking in creating your sound art- what were your goals and what techniques did you use? What genre of sound art is this?
 - What elements of sound / storytelling did you use?

C. CONTINUUM OF ONGOING/FORMATIVE ASSESSMENTS:

- Initial Question Day 1: How can you use sound to further strengthen an artwork or an idea?
- Warm-up Day 1: Listening session and art discussion after brief history of sound introduction.
- Exit ticket day 2: What question do you have about sound art?
- Warm-up Day 2: Sound scavenger hunt in partners with recorders
- Demo Day 2: Editing recorded sound in Audition.
- Work time Day 2: Students work on a sound piece either using the sounds from the scavenger hunt, archived or found material, either as a remake of a preexisting piece or to be included in an interdisciplinary piece. 1 on 1 check-ins.
- Work time day 3: Turn and talk check in on project process. 1 on1 check ins. ● Homework: Finish project and written reflection.
- Listening Session: Using Liz Lerman's Critical Response Process (Chavez, 2021) students receive feedback through student-led critique.



Sound Art Slideshow, Renee Silva, 2023

Sound Art Slideshow, Renee Silva, 2023

STAGE 3: LEARNING PLAN

A. MATERIALS AND EQUIPMENT:

- Artist slides / project slideshow
- Sound Art Handout
- Speakers and computer lab with Adobe Audition
- Recorders
- Other art supplies as needed
- <https://freesound.org>
- <https://imslp.org>

B. RESOURCES: VISUALS, TEXT, MEDIA AND WEB

Chavez, F. R. (2021). *The Anti-Racist Writing Workshop: How To Decolonize the Creative Classroom (BreakBeat Poets)*. Haymarket Books.

"The Dreams." *WikiDelia*, https://wikidelia.net/wiki/The_Dreams.
Goodman, Steve, et al. *Unsound: Undead*. Urbanomic, 2019.

Hencz, Adam. "Pushing the Boundaries of Contemporary Sound Art." *Artland Magazine*, 18 Nov. 2022, <https://magazine.artland.com/a-journey-into-contemporary-sound-art/>.

Jake. "How to Remember." *Axel Kacoutié*, 6 May 2021, <https://axelkacoutie.com/work/how-to-remember/>.

Radio Atlas, <https://www.radioatlas.org/cassettes-from-exile/>.

C. VOCABULARY WITH DEFINITIONS:

- **Waveform** (.wav): a graphical representation of a sound signal in the form of a wave.
Sound file types are .wav.
- **Adobe Audition**: Sound and music editing software.
- **Channel**: A single stream of recorded sound with a location in a sound field •
- Stereo**: stereophonic, sound recorded or edited with 2 or more channels.
- **Track**: a single stream of recorded sound.
- **Multitrack**: recorded sound with multiple, sometimes simultaneous streams. • **Clipping**: a form of waveform distortion that occurs when an amplifier is overdriven and attempts to deliver an output voltage or current beyond its maximum capability (it's too loud).

Sound Art Workshop Art 600

Types of Sound Art:

- ▶ Narrative-based (podcast, fiction, radio drama)
- ▶ Sound installation
- ▶ Sound sculpture
- ▶ Poetry
- ▶ Music
- ▶ Soundscapes
- ▶ Hypnosis/interactive

Sound Elements:

- ▶ Narration
- ▶ Interviews
- ▶ Found footage
- ▶ Foley (sound effects)
- ▶ Music

Vocab

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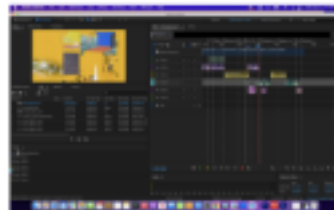
Downloading sound

<https://freesound.org>
<https://mixkit.org>

Adobe Audition

To begin

File > New Multitrack > Stereo



Basic Tools



Move tool



Cut/slice tool



Volume (up and down)



Volume (circular)

Top Menu bar

In the tracks

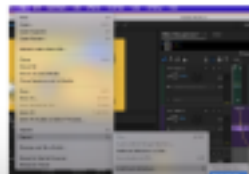


Fade in/out (custom slopes)

Save

File > save as

.aex is audition working file



D. TEACHER INSTRUCTION: The teacher will:

1. The teacher will start the lesson asking the questions below while showing the project slideshow.
2. The teacher will show the assignment slide, explaining the project with the prompting questions (also below).
3. The teacher will introduce sound art and a brief history and definition.
4. The teacher will facilitate a listening session to sound pieces as well as discussion.
5. The teacher will give an exit ticket for a thinking task getting students to start brainstorming
6. The teacher will demo the recorders and group students for a sound scavenger hunt with prompts.
7. The teacher will demo using Audition using the scavenger hunt clips to practice editing.
8. The teacher will do 1 on 1 check ins with students to help direct their ideas and navigating the software
9. The teacher will set a deadline for the work to be turned in with an artist statement and written reflection.
10. The teacher will facilitate a listening session and the critical response process for discussion

E. QUESTIONS TO GENERATE DISCUSSION:

- What is activist art? How can representation be challenged with portraiture created in an activist lens?
- How can elements of painting, portraiture, and visual literacy be used to communicate complexities in identity?
- How can activist art ignite change and impact in a community?
- Can honoring BIPOC students/alumni repair or impact relationships for the institution? • How can visual language be used intentionally to expand a narrative of an identity beyond bust?
- What do you want your viewers to know about this person, and how does that change the conversation for others?

F. LEARNING ACTIVITY: The students will...

- The students will engage in and carry discussion around sound art
- The students will engage in and carry discussion around the artist slides and the way they are using narrative structures
- The students will observe a demo on adobe audition
- The students will record sound in a scavenger hunt with a partner

- The students will practice editing their recorded sound in audition
- The students will create a sound piece to be installed with another discipline or as an audio translation of an existing piece
- The students will participate in a student-led critique to receive feedback.
- The students will install the work, share their process and findings with their peers, and pass in a written reflection and statement.

G. DIFFERENTIATION/ACCOMMODATION:

- Include visuals on slides for ELL students
- Create a list of vocab with translations ahead of time for ELL students
- Choice-based material encourages students at different levels to work with what they want, encourage photography, college, digital art, and writing being equally as valuable as drawing
- Students grade themselves to have more agency over grade and for me to learn more about them
- Shows a diverse range of artists, can include videos of artists speaking in native languages with subtitles.
- Prompts and specific scaffolds for students who need it 1 on 1 in terms of materials or concepts.
- Assignments are on Canva, linked on the homepage under “this week” and on their calendar.
- Students have access to the grading rubric to know what they are being assessed on.