



THE ART OF FOLEY TEACHING RESOURCE

Pupils will have the opportunity to understand and experience the role of the Foley Artist
– the person who brings sounds to life in a film.

LEARNING OBJECTIVES

- To understand how and why sound effects are created for film
- To experience the role of the Foley Artist

LESSON FOCUSES

PRE-VISIT:

Pupils will begin to think about the importance of sound in films.

VISIT LESSON:

Pupils will use a range of objects to create their own foley for a *Harry Potter* film clip.

POST-VISIT:

Pupils will analyse their finished clips to see how this enhances a film.



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PRE-VISIT LESSON

Place pieces of paper and pencils on pupils' tables. Start off the lesson without talking. Motion for pupils to be quiet and wait until no one is talking. On the board, show the following:

- What noises can you hear? Write down anything you notice.
(e.g. people talking in other classrooms, cars going by, birds tweeting, wind or rain, nearby doors opening/closing)
- Still paying attention to the noises around you, and without talking, stand up and move to a different seat. Write down any new sounds you hear.
(e.g. chairs scraping, clothes rustling, footsteps, pencils clattering, paper being moved)

Now play a clip from Harry Potter and the Philosopher's Stone - where Harry has his first Potions class - without the sound. Ask pupils what is missing - are there any sounds they've written down that they think should be playing in this clip (e.g. people talking, clothes rustling, door closing)? We are in a magical classroom - what other sounds might there be (e.g. potions bubbling, Harry Potter's quill scratching)?

Explain to pupils that it's really important for sounds to be included in a film, so that we believe the story when we watch and listen to it.

People who work on films have to create all of the sounds - how do they do this?

Hand out instruments to pupils. Ask them to make sound and then work out how that sound is made (e.g. *is the object hit, blown into, shaken, strummed?*). How could the sound be described (e.g. *loud/quiet, squeaky/smooth, short/long*)?

When films are made somebody has to think about what kind of objects will make the right kind of sounds needed in the film. Explain that when the class visits the Warner Bros. Studio Tour London - The Making of Harry Potter, you will be learning more about this job.



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POST-VISIT LESSON

First, ask pupils to reflect on their foley performances in the visit lesson. How did they feel, when they first watched the clip with no sound? How did adding in the foley change this?

Now that pupils understand why we need foley and how they can create it, the class can make their own film which includes the creation of foley.

Decide as a class on a topic for the film and write a script together. Then have pupils look through the script to decide where they think foley would be needed.

Assign roles to the class (e.g. actors, director, camera operator, microphone operator, foley artists). Record the dialogue using an external microphone.

Once the film has been recorded, you are in the post-production phase – ready to create foley. Ask pupils in groups to look back at the script, where they picked out sounds that need to be created using foley. Which objects that can be found around the classroom would work to create these sounds? Experiment with how the pitch and volume of the sounds can be altered.

Once the foley has been created, use editing software to combine the camera footage, the dialogue and the foley.



National Curriculum/Exam Specification Links

KS2 Science

- Identify how sounds are made, associating some of them with something vibrating
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it

KS3 Science

Sound waves

- Frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound
- Sound needs a medium to travel, the speed of sound in air, in water, in solids
- Sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal