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STUDY GUIDE

DISCIPLINE:
MEDIA ARTS

ARTIST:
BLAH BLAH BLAH DUBBING WORKSHOP

The following package is provided as a supplemental resource to enhance and support the artist's visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher's discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:

Curriculum Connections
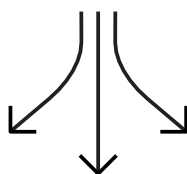
Assessment Strategies

Suggested Classroom Extensions

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BLAH BLAH BLAH, LA LA LA: SHALL WE SING?

Program Overview

Artist Name: Blah Blah Blah Dubbing Workshop

Artist Bio: Founded in 2023 by Cédric Boyer and Laurence Polly, Blah Blah Blah Dubbing Workshop promotes the educational value of dubbing. Combining expertise in film, dubbing, and education, the initiative offers immersive experiences where participants explore the technical and artistic sides of dubbing through hands-on projects and exercises, fostering both creative expression and skill development.

Program Description: A workshop where the voice becomes an instrument, revealing the magic of dubbing and singing in perfect harmony with the image! Through short excerpts from movie themes, cartoons, animated films, and musicals, participants will discover the essential techniques for synchronizing their voice with visuals and soundtracks. They will explore vocal expression, song interpretation, and articulation in both French and English, while developing their sense of rhythm and listening skills. Guided by Cédric, they will embody characters through song and dialogue, learn to harmonize their voices, and play with emotions to create a captivating and immersive performance.

Artistic Discipline: Media Arts, Drama, Literary Arts, Music

Recommended Grade Levels: 5 – 12

Session Logistics: In person only

Vocab bank/glossary: Click here

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Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting/Performing

    - Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music. (Grades 5-8)

    - Apply the creative process to create media art works, individually and/or collaboratively. (Grades 9-12)

    - Design and produce media art works, applying the principles of media arts and using various elements from contributing arts (music). (Grades 9-12)

    - Apply traditional and emerging technologies, tools, and techniques to produce and present media art works for a variety of audiences and purposes. (Grades 9-12)

- Strand B – Reflecting, Responding and Analysing

    - Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences. (Grades 5-8)

    - Demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities or cultures. (Grades 9-12)

    - Demonstrate an understanding of the types of knowledge and skils that are transferable beyond the media arts classroom. (Grades 9-12)

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Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES 5-6

Pre

- What do you notice about the voices in your favourite cartoons or movies?
- Why is rhythm important when singing/speaking with visuals?
- What do you think makes a character's voice unique or memorable?

During

- How are you matching your voice to the timing of the visuals?
- What vocal choices help express the emotion of your character?

Post

- What did you learn about timing your voice with visuals?
- How did switching between singing and speaking improve your performance?

GRADES 7-8

Pre

- Why is syncing your voice to a character's timing important in dubbing?
- What makes voice acting or singing believable, even if you're not on stage?
- How do you prepare your voice differently for a song versus a speaking part?

During

- What strategies helped you match your words or singing to the rhythm of the video?
- How did you express your character's feelings using your voice?

Post

- How did this workshop challenge the way you use your voice?
- What role did teamwork or harmony play in your final performance?

GRADES 9-12

Pre

- How do dubbing and song interpretation differ from live performance?
- What are the challenges of harmonizing voice with image and soundtrack?

During

- How are you negotiating tone, articulation, and rhythm to match each clip?
- What made you choose your approach in expressing emotion in dialogue or song?
- How does performing in French versus English affect your musical and vocal choices?

Post

- What did dubbing teach you about precision and collaboration?
- How could you apply these skills in future media projects—film, performance, or presentations?
- In what ways did this experience deepen your skills in timing and storytelling?

MEDIA ARTS OVERVIEW

Media arts offer students a dynamic way to express themselves using digital tools like film, animation, photography, and sound design. They reflect and shape culture, amplify underrepresented voices, and promote equity, diversity, inclusion, and reconciliation. Through, media arts, students develop digital literacy, critical thinking, collaboration, and creative problem-solving. These skills help them become confident, ethical creators and thoughtful consumers of digital content.

The creative and critical analysis processes guide students in developing, refining, and evaluating their work, fostering ownership, innovation, and cultural awareness. These processes align with MASC's core values by promoting accessible, inclusive, and culturally aware learning experiences. Artist-led workshops provide opportunities for students to become confident digital creators and thoughtful media consumers.

Media arts support cross-curricular learning by connecting with subjects like language, history, science, mathematics, and social studies. Artist-led sessions explore themes such as identity, environmental justice, cultural heritage, and digital citizenship, encouraging students to express their learning in relevant and creative ways.

APPENDIX

Vocabulary bank/glossary:

- **Dubbing:** Recording voices to match characters in songs or dialogue on screen.
- **Lip sync:** Matching your voice to what's happening on screen perfectly.
- **Synchronization:** Aligning your voice precisely with images or music.
- **Vocal Expression:** Portraying emotion and character through the sound and tone of your voice.
- **Articulation:** Speaking clearly and pronouncing words cleanly.
- **Song Interpretation:** Understanding and performing the meaning of a song using emotion and voice technique.
- **Harmony:** Singing or speaking together in a way that blends voices smoothly.
- **Rhythm:** Timing your speech or singing to match a beat or pattern.
- **Character voice:** Using vocal tone and style to give a unique identity to a character.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a color to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
    - Share it with a partner or small group
    - Draw their freeze-frame in a journal
    - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning