

STUDY GUIDE

DISCIPLINE:
MEDIA ARTS

ARTIST:
BLAH BLAH BLAH DUBBING WORKSHOP

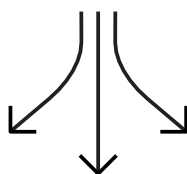


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: MEDIA ARTS

RESIDENCY: INVENT YOUR SCRIPT!

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: Participants become the creators of their own universe by inventing an original script based on silent video clips. Working in groups, they imagine dialogues, characters, and situations, all while respecting the rhythm and synchronization constraints of dubbing. The workshop encourages creativity, collaboration, and oral expression, while introducing concepts such as narrative structure, tone, and intention. Once their script is finalized, students move on to the recording phase, discovering the joy of lending their voices to characters they imagined themselves.

Artistic Discipline: Media Arts, Drama, Literary Arts

Recommended Grade Levels: 6 - 12

Session Logistics: In person only



Vocab bank/glossary: [Click here](#)



RESIDENCY: INVENT YOUR SCRIPT!

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives. (Grades 6-8)
 - Apply the creative process to create media art works, individually and collaboratively. (9-12)
 - Design and produce media art works, applying the principles of media arts and using various elements from contributing arts. (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 feelings, ideas, and understandings in response to a variety of drama works and experiences. (Grades 6-8)
 - Demonstrate an understanding of the critical analysis process by using it to monitor the creative process, and by examining, interpreting, assessing, and reflecting on media art works. (Grades 9-12)

RESIDENCY: INVENT YOUR SCRIPT!

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
6-8

Pre

- What makes a story or scene feel exciting or believable, even if there's no sound?
- How can voice tone help show how a character feels or thinks?
- What kinds of characters or stories would you enjoy bringing to life with your voice?

During

- How did your group decide on the characters' personalities or voices?
- What challenges did you face while trying to match your voice to the timing of the silent video?
- How did you make your script feel natural or funny, even without seeing lips move?

Post

- What did you learn about teamwork and creativity through making your own script?
- How did it feel to record your voice and hear it back in the video?
- What would you do differently next time when writing or performing your script?

GRADES
9-12

Pre

- How does voice acting change when you create the script yourself versus performing someone else's?
- In what ways do tone and pacing affect how a character is perceived?
- What makes a dubbed performance feel authentic or emotionally engaging?

During

- What strategies did your group use to keep the dialogue natural while syncing it with the visuals?
- How did you use narrative structure (e.g., beginning, middle, end) in your script planning?
- What role did intention and tone play in delivering your character's lines?

Post

- How did writing and recording your own script deepen your understanding of storytelling?
- What feedback would you give yourself or your group to improve future dubbing performances?
- How might these skills (timing, vocal expression, narrative building) transfer to other creative projects?

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:** Replacing or adding voices to a film or video to match what is happening on screen.
- **Script:** The written text that includes dialogue and directions for actors or voice performers.
- **Dialogue:** A conversation between two or more characters in a script or performance.
- **Synchronization:** Matching your voice exactly to the timing of a character's actions or mouth movements.
- **Tone:** The way a voice sounds that shows a character's feeling—happy, angry, nervous, etc.
- **Intonation:** The rise and fall of the voice when speaking to show emotion or emphasis.
- **Pacing:** The speed at which someone speaks; helps match visuals or build tension in a story.
- **Characterization:** The way a performer shows what a character is like using voice, tone, or expression.
- **Improvisation:** Making up dialogue or actions on the spot without a script—often used in rehearsals.
- **Soundtrack:** Music and sounds that go along with a film, cartoon, or video clip.
- **Emotion:** Feelings shown through how a character talks or reacts—important for acting and dubbing.

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