

STUDY GUIDE



DISCIPLINE:
MEDIA ARTS

ARTIST:
BLAH BLAH BLAH DUBBING WORKSHOP

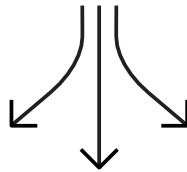


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

DUBBING WORKSHOP: DISCOVERY

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 learn to use their voices to express various feelings and improvise character reactions, while perfecting their sight-reading. By exploring vocal techniques such as changing timbre and adopting accents, they strengthen their collaboration and confidence when working as a group in front of a microphone. Recording and listening to their own voices, they improve their vocal expressiveness while honing their listening and reaction skills.

Artistic Discipline: Media Arts, Literary Arts, Drama

Recommended Grade Levels: 3 – 12

Session Logistics: In person only



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



DUBBING WORKSHOP: DISCOVERY

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting/Performing
 - Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories. (Grades 3-8)
 - Apply the creative process to create media art works, individually and/or collaboratively. (Grades 11-12)
 - Apply the traditional and emerging technologies, tools, and techniques to produce and present media art works for a variety of audiences and purposes. (Grades 9-12)
 - Use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources. (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 and experiences. (Grades 3-8)
 - 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 11-12)
 - Identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts. (Grades 9-12)

DUBBING WORKSHOP: DISCOVERY

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
3-6

Pre

- How do voices in movies or cartoons change when characters are happy, scared, or excited?
- Why might someone pretend to speak like a character in a story?
- How could your voice show what your character is thinking?

During

- What do you notice when you change the way your voice sounds—like loud, quiet, fast, or slow?
- How does using an accent make your character feel different?

Post

- What was the most expressive character reaction you did?
- Would you like to use your voice in another story or group activity?

GRADES

7-8

Pre

- Why is voice an important tool in storytelling?
- How can voice change how people understand a text?
- What makes a character's voice memorable?

During

- How did you use pitch, tone, or accent to build your character?
- What technique helped you make your lines feel more real or expressive?

Post

- What did you discover about how your voice expresses emotion?
- How could you use dubbing skills in school projects or performances?

GRADES
9-12

Pre

- In what ways can voice acting create deeper emotional or dramatic impact?
- How does examining a text's point of view shape how you speak it?
- Can altering timbre or accent change how a character is perceived?

During

- How did adjusting your vocal delivery change the character's mood or attitude?
- What did rerecording help you notice about your performance?
- How did collaborating affect the clarity and effectiveness of your dubbing?

Post

- How did this activity change your perceptions of voice and performance?
- How might these skills be applied to future media projects, presentations, or drama work?
- What strategies will you continue using to improve vocal 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:** Replacing voices in a movie or video with new ones—using different characters’ voices and styles.
- **Timbre:** The unique colour or quality of a voice that makes it sound different from others.
- **Accent:** The way words are spoken that shows where someone is from or what character they are playing.
- **Sight-reading:** Reading text out loud quickly and clearly, using expression to bring it to life.
- **Vocal expression:** Showing feelings and ideas through how your voice sounds (pitch, volume, emotion).
- **Character reaction:** Using your voice to show how a character feels or responds to something happening.
- **Improvisation:** Making stuff up in the moment—acting or speaking without scripts.
- **Collaboration:** Working together so everyone's voice and ideas help make the final performance.
- **Recording and playback:** Listening to your recorded voice to help you improve how you say things.

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