

# STUDY GUIDE

**DISCIPLINE:**  
**MEDIA ARTS**

**ARTIST:**  
**BLAH BLAH BLAH DUBBING WORKSHOP**

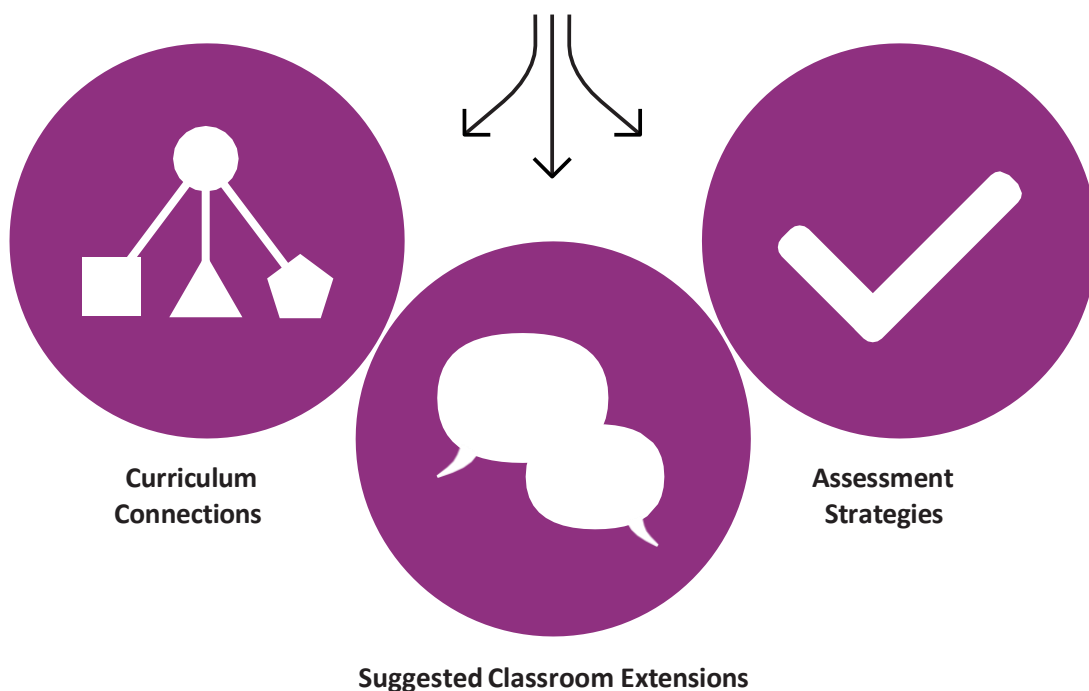


**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

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:



# TABLE OF CONTENTS

**STUDY GUIDE: MEDIA ARTS ..... 4**

    Program Overview ..... 4

    Curriculum Connections ..... 6

    Extend the Learning (Discussion Prompts) ..... 7

**MEDIA ARTS OVERVIEW ..... 9**

**APPENDIX ..... 10**

    Vocabulary bank/glossary: ..... 10

    Student Health and Well-Being ..... 11

    Additional Resources ..... 11

# STUDY GUIDE: MEDIA ARTS

## RESIDENCY: STUDIO 100% DUBBING

### 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 dive into the professional world of dubbing by exploring every stage of the craft — from script reading to final recording. They refine their vocal technique through breathing, diction, and voice placement exercises, while developing emotional interpretation and acting skills at the microphone. Through simulated studio sessions, they learn to follow artistic direction, manage stress, and deliver synchronized, expressive performances. The workshop culminates in the creation of a group audio demo, featuring character variation, reactions, and emotions — just like real voice actors.



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

**Recommended Grade Levels:** 6 - 12

**Session Logistics:** In person only

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



# RESIDENCY: STUDIO 100% DUBBING

## Curriculum Connections

### Learning Themes:

- Strand A – Creating and Presenting/Performing
  - 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)
  - 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)
  - Apply the creative process to create media art works, individually and/or collaboratively. (Grades 11-12)
  - Design and produce media art works, applying the principles of media arts and using various elements from contributing arts (drama). (Grades 11-12)
  - Apply traditional and emerging technologies, tools, and techniques to produce and present media art works for a variety of audiences and purposes. (Grades 11-12)
- 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: STUDIO 100% DUBBING

## 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 do you think makes a character's voice interesting or unique?
- How do you show feelings using just your voice without body language?
- Why do you think timing is important when dubbing a video or animation?

### During

- What technique helped you the most while practicing your lines (breathing, tone, pacing)?
- How did your group work together to keep your timing on track?
- What did you do to show your character's emotions clearly in the recording?

### Post

- What was the most fun or challenging part of recording your voice?
- What did you notice when listening to your group's final demo?
- How might you use these voice skills in other parts of school or life?

**GRADES**  
**9-12**

**Pre**

- How does vocal performance differ from live acting or stage work?
- What are the key elements that make a dubbed performance sound professional?
- How do you prepare mentally and physically to act using only your voice?

**During**

- How did you use tone, timing, and pacing to match your character's emotional arc?
- What adjustments did you make after receiving artistic direction or feedback?
- How did the simulated studio environment affect your performance and focus?

**Post**

- In what ways did this experience change your understanding of voice acting?
- What did you learn about collaboration and creative responsibility through group recording?
- How could these dubbing and vocal techniques support future work in drama, media, or communications?



# 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 voice to match characters in a video, animation, or film.
- **Breath control:** Managing your breathing so you can speak clearly and with power without running out of air.
- **Voice placement:** Changing where your voice “sits” (high, low, nasal, deep) to create different effects.
- **Diction:** Speaking clearly and pronouncing all sounds and words properly.
- **Emotional interpretation:** Using your voice to show how a character feels (sad, excited, scared, etc.).
- **Voice acting:** Using only your voice to portray a character or emotion for film, animation, or games.
- **Synchronization:** Matching your voice perfectly to the timing of visuals or sound cues.
- **Group demo:** A recording made together as a group, often showcasing different voices or scenes.
- **Tone:** The feeling or attitude in your voice (serious, playful, nervous, etc.).

# 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