Seamer and Irton CP School – Computing (H.Griffiths)

Topic – Audio Production	Year 4 Autumn 2	Strand – Creating Media

Prior Learning	Key Knowledge I need to understand
In the previous units **Year 2 – Summer 1 – Making Music** **Year 3 – Autumn 2 – Stop Animation** Learners were progressing their knowledge and understanding of creating media.	**I need to understand that:** **Audio means sound, including music, sound effects, and podcasts.** **The process of recording and listening to sound requires input devices (e.g. a microphone) and output devices (e.g. a speaker).** **Podcasts are a type of spoken word audio file, that can be downloaded by listeners.** **People can have ownership over audio files, and can have the audio copyrighted, so that it can't be copied without permission.** In this unit, learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity (or an alternative program/device/app) to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.

How I will show what I have learned	
To identify that sound can be recorded:	- I can identify the input and output devices used to record and play sound - I can use a computer to record audio - I can explain that the person who records the sound can say who is allowed to use it
To explain that audio recordings can be edited	- I can re-record my voice to improve my recording - I can inspect the soundwave view to know where to trim my recording - I can discuss what sounds can be added to a podcast
To recognise the different parts of creating a podcast project	- I can explain how sounds can be combined to make a podcast more engaging - I can save my project so the different parts remain editable - I can plan appropriate content for a podcast
To apply audio editing skills independently	- I can record content following my plan - I can review the quality of my recordings - I can improve my voice recordings
To combine audio to enhance my podcast project	- I can open my project to continue working on it - I can arrange multiple sounds to create the effect I want - I can explain the difference between saving a project and exporting an audio file
To evaluate the effective use of audio	- I can listen to an audio recording to identify its strengths - I can suggest improvements to an audio recording - I can choose appropriate edits to improve my podcast

What vocabulary I need to know	What's next
Audio, record, playback, microphone, speaker, headphones, input, output, sound, start, pause, stop, podcast, save, file, edit, selection, open, mixing, time shift, export, MP3, audio, editing, evaluate, feedback	In **Year 5 – Autumn 2 - Video Editing** learners will learn how to create short videos by working in pairs or groups. As they progress through the unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video. During the unit they will explore combining audio (as learnt about in this unit) with video. The other **Creating Media** units in years 4 and 5 will continue to teach learners how to Select and create a range of media including text, images, sounds, and video.

Assessment

National Curriculum Computing links

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information
- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Cross Curricular links

Science – Year 4 (Lesson 2)

- **Sound:** Find patterns between the volume of a sound and the strength of the vibrations that produced it
- **Sound:** Recognise that sounds get fainter as the distance from the sound source increases

English – Years 3 and 4 (Lesson 3)

- **Writing – composition:** Plan their writing by discussing and recording ideas
- **Writing – draft and write by:** In non-narrative material, using simple organisational devices [for example, headings and subheadings]
- **Writing:** Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Assessment

Formative assessment opportunities are provided throughout each of the lesson plan documents. The learning objectives and success criteria are introduced in the slide decks at the beginning of each lesson and then reviewed at the end. The school recommends the use of teacher accounts in Scratch to help with assessment throughout this unit. For guidance on setting up teacher accounts, please visit the Scratch website. (https://scratch.mit.edu/educators/faq)

Summative assessment – the assessment rubric document should be used to assess student's work from lesson 6. The rubric should be completed digitally and stored in individual pupil folders and then used alongside teacher judgement to complete ScholarPack https://teachcomputing.org/curriculum/key-stage-2/creating-media-audio-editing

Online Safety

Education for a Connected World links

Copyright and ownership

- I can explain why copying someone else's work from the internet without permission can cause problems (Y3)
- I can give examples of what those problems might be (Y3)
- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it (Y4)
- I can give some simple examples (Y4)
- I can demonstrate the use of search tools to find and access online content which can be reused by others.

Teacher Subject Knowledge

This unit presumes the use of laptops or desktops (computing suite) (with microphones and headphones) and the free program Audacity (https://audacityteam.org/download), but other audio recording apps are available if you wish to use tablets. It's advisable to use headphones in a classroom setting, as they make it easier for learners to hear their recordings whilst also reducing the overall background noise.

You will need to be familiar with the location of microphones and/or speakers on digital devices capable of recording sound.

You will also need to be familiar with using Audacity to record sound.

You will need to be familiar with using Audacity to record audio, which should include how to delete individual tracks.

You will need to be familiar with using Audacity to record sound.

You will need to be familiar with using Audacity to edit audio, including altering the volume and fading sections of audio in and out.

You will need to be familiar with using the **Copy**, **Paste**, and **Time Shift** tools in Audacity.

You will need to be familiar with using Audacity to export audio recordings.