

READ FIRST

YEAR 4: AUDIO EDITING

CURRICULUM MILESTONES

I can identify the input and output devices used to record and play sound

I can plan purposefully for a podcast audio production

I can record and edit sound using digital technology as part of an audio production

WHY THIS? WHY NOW?

CURRICULUM SEQUENCING AND ASSESSMENT

This unit should be taught after the year 3 Information Technology units that introduce the concepts of Input and Output. This unit reinforces this understanding with audio-based technology, and in turn learning on inputs and outputs feeds into Computer Science understanding.

This unit builds on Making Music in year 2, Sequencing Sound in Year 3, and the audio elements of the Animation unit also in Year 3. The unit will help instil relevant knowledge in preparation for the video editing unit in Year 5.

This series of lessons will work as a cross-curricular project alongside some English / Topic / other learning. Any piece of learning that would translate into a discussion / podcast-style piece will work. Suggestions include: sharing a favourite piece of creative writing or discussing a history topic; school or assembly songs; interviews; sports fixture or school trip report; book reviews; retelling a story for a younger audience; jokes; local or international news.

Many schools use Chromebooks or iPads with children, and actually want a streamlined way for children to focus on the *content* of their audio recordings, not bogged down in technicalities. Therefore we recommend [iMovie](#) (iPads) or [Podcastle](#) (Chromebooks) for completing this unit.

[iMovie](#) on iPads remains a great tool for recording / editing your audio production. Once you have started a new 'movie' project, you need to add a picture (or video file) to the timeline before the add audio (microphone) icon is available on the left. Children might just take a group photo of themselves, then, before getting started – but anything will do. iMovie contains usable background music and sound effects that can be used to great effect.

An alternative for Chromebooks, [Podcastle](#), allows for multi-track podcasts to be produced. Sound effects and music are also available from the left-hand menu. When collecting completed podcasts, children will need to press the Export button to save their productions as MP3 files – they can then be sent to the teacher through a Google Classroom assignment or other learning platform.

There are practical realities with recording audio that need tackling: children may need to find a quieter space to record, yet might be able to edit their production amongst the wider class. It may be best to get another adult (if possible) to work with children as they work on their podcasts. You may find that 2 groups can share the same space if they are co-operative. Children working in groups of 3 or 4 or 5 may well be most practical option. With these limitations in mind, you might find that if you have access to headsets with microphones built-in (specifically, microphones that are positioned directly next to the mouth) then children are able to work on their podcasts in less than quiet circumstances.

EASY ACCESS TIPS: LESSON 1

The knowledge sections (slides 3-6) are important, and it may be worth returning to them in later lessons – you will see it is the first curriculum milestone. The terminology of inputs and outputs is also relevant to the Computer Science strand elsewhere.

EASY ACCESS TIPS: LESSON 2

Remember to leave enough time for children to start creating their podcasts. Organising into groups of 3 or 4 or 5 will help to reduce the number of projects running simultaneously.

EASY ACCESS TIPS: LESSON 4

It is useful for children to evaluate each others' podcasts. You may wish to adjust the criteria to suit the type of podcasts that have been produced.