

Sound Sense

Desirable Features: Working with Sound

Task Description

In this task, pupils will edit and work with pre-existing sound clips. Pupils can also record a sound event. This can be captured using a microphone or sound recorder.

This task also provides teachers with the opportunity to develop pupils' skills in literacy (Communication) and numeracy (Using Maths).

Requirements for UICT

This task focuses on the following aspects of UICT across the curriculum which have been highlighted in **bold**.

Explore

- **access, select, interpret and research information from safe and reliable sources;**
- investigate, make predictions and solve problems through interaction with digital tools.

Express

- **create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.**

Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

Evaluate

- **talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.**

Exhibit

- **manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.**

Please Note: For assessment purposes, only the 'E's that are covered at the level(s) stated on the task have been bolded.

Depending on how the task is approached, it may touch on elements of the unbolded 'E's, although not necessarily at the level(s) stated.

Areas of Learning

Depending on the context chosen by the teacher, this task has the potential to support one or more of the following Areas of Learning:

The Arts	✓
Language and Literacy	✓
Mathematics and Numeracy	✓
Personal Development and Mutual Understanding	✓
Physical Education	✓
The World Around Us	✓

Sound Sense

Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to develop and demonstrate aspects of Thinking Skills and Personal Capabilities:

Managing Information

Thinking, Problem-solving and Decision-Making

Being Creative

Working with Others

Self-Management.

Resources

Suitable software: Photo Story 3, Clicker 5 or Textease (for using pre-existing sounds).

Microphone .

CD Player.

Sound recorder.

Managing the Task

Pupils should be given opportunities to:

Plan

Through group discussion or individual preparation pupils should decide what event is to be recorded or which pre-existing sound files are to be used.

Do

Pupils should work in small groups or individually to record an event or environmental sound. They may work with digital editing software to adapt pre-existing sound clips.

Review

Pupils talk about their own and other's work, reflecting on how it was created and the results achieved. They identify any problems faced.

Pupils identify any improvements that might be made and review their work in relation to the requirements of the task.

Pupils talk about how they planned and approached their work, discussing what they learned through the process and how they might change the process next time.

Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets, in bold, the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression (those related to the task are in bold) and the UICT Desirable Features for Working with Sound at Levels 2 and 3. These Desirable Features have been produced as guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgement of the pupil's level of UICT competence, teachers should ensure that these

Desirable Features are used in conjunction with the UICT Levels of Progression. Where possible teachers should incorporate elements of Exchange and Exhibit as set out in the Desirable Features.

This task may provide opportunities for pupils to work collaboratively online (Exchange) and showcase work online (Exhibit). Teachers should include these, where possible, as set out in the Desirable Features.

Assessment Criteria Grid		
UICT Requirements	Level 2	Level 3
Explore <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	Pupils can: <ul style="list-style-type: none"> • find, select and use information from a given digital source (explore); • carry out a series of instructions using a digital device or environment (explore); 	Pupils can: <ul style="list-style-type: none"> • research, select, edit and use information from given digital sources (explore); • carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore);
Express <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 	<ul style="list-style-type: none"> • create and edit text onscreen, combining images and/or sound (express); 	<ul style="list-style-type: none"> • communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express);
Exchange <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 		<ul style="list-style-type: none"> • understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange);
Evaluate <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 	<ul style="list-style-type: none"> • talk about how to improve their work (evaluate); and 	<ul style="list-style-type: none"> • make modifications to improve their work (evaluate); and
Exhibit <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 	<ul style="list-style-type: none"> • save their work (exhibit). 	<ul style="list-style-type: none"> • save using file names and select work to showcase learning digitally (exhibit).

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 2 (Working with Sound)	Desirable Features - Level 3 (Working with Sound)
<p>Explore</p> <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • open, listen to and select pre-recorded sounds (explore); • with more independence, record in real-time to capture an activity, a voiceover or a performance (express); • capture soundscape information with recording device, for example, environmental sounds (express); and • save chosen sounds (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • transport files from recording device to editing device, for example, sound card, USB, bluetooth (explore); • drag in sound clips in sequence (explore) • use a variety of pre-recorded or given sounds (express); • use software to edit existing sound files, for example, crop a sound clip (express); • work collaboratively online if appropriate (exchange); and • save chosen sounds to a specific location (exhibit).
<p>Express</p> <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 		
<p>Exchange</p> <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 		
<p>Evaluate</p> <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 		
<p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 		

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

Sound Sense

Use sound clips to make topic work more interesting.

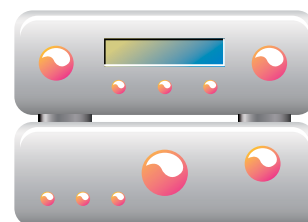
With your teacher choose a computer package which has a bank of sound clips.

Listen to the different sounds which come with your computer package and think about how you can include these in your work.

Use this software to write about, illustrate or present a class topic.

Add sounds to your work. Change the sounds around if you need to make the project better.

When you have finished, show your project and play your sounds to the rest of the class.



Sound Sense

Create your own sound recordings:

You can also use a sound recorder or computer software to record your own voice or some other sound for example from the playground, an assembly or from sounds outside school.



Play your project or sound clips to the rest of the class. Did they like it? Could you make the sounds better? Save any changes that you made and add the sounds to your project.

