

Sounds Around

Desirable Features: Working With Sound

Task Description

This is a generic task on Working with Sound at Levels 2 and 3. Using drama as a starting point, pupils will go on an imaginative journey exploring an environment (e.g. The Jungle/The Seaside etc.). Pupils will then create a simple soundscape* with pre-recorded and/or recorded sound effects using audio editing software such as Audacity.

* A soundscape is a combination of sounds that work together to create an impression of an environment.

Requirements for UICT

This task focuses on the following aspects of Using ICT 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.**

This task is set out in two parts:

Part 1 – level 2

Pupils will record sound effects, import them into the computer, listen to them and name them.

Part 2 – level 3

Pupils will then import sound effects into Audacity, edit the sounds and sequence them to create a final soundscape.

Areas of Learning

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	✓

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.

Sounds Around

Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to demonstrate one or more of the following aspects of Thinking Skills and Personal Capabilities:

Managing Information

Thinking, Problem-Solving and Decision-Making

Being Creative

Working with Others

Self-Management

Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in some of the following:

- imaginative journeys using drama;
- listening to and recording audio;
- transporting files from a recording device to an editing device;
- using software to edit sound files; and
- exporting audio files.

Resources

Stories and/or visual stimuli to base an imaginative journey on (optional)

Film/tv examples

Easi- Speak Microphones or USB Microphones.

Headphones.

Computers with appropriate audio editing software installed.

A bank of sound effects.

Projector and Screen/Interactive Whiteboard.

Managing the Task

Pupils should be given opportunities to:

Plan

A drama activity should be used to take pupils on an imaginative journey through an environment. Pupils should be encouraged to explore how the environments might look and sound, how they feel, what characters are there and what is happening. Pupils should have also opportunities to listen to examples of sound in film and TV, both with and without the accompanying visuals. Pupils should be encouraged to pay attention to how sound informs the audience by communicating mood, location/environment, character etc. There should also be opportunities for experimenting with creating sound effects using some or all of the following:

- Voice
- Body
- Un-tuned instruments
- Tuned instruments
- Everyday objects
- The environment

Do

Pupils should think about the environment they have explored. They should work in groups to plan, create and record their sound effects, which will be recorded into Easi- Speak mics or directly into computers using USB mics. The sound files should then be imported onto the computer and given suitable names. The sound files should then be imported, sequenced and edited in Audacity to create a final soundscape.

Review

Once the soundscapes are completed and exported, they should be showcased to the class. Pupils talk about how they planned and approached their work, discussing what they have learned through the process and what they might do differently 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 judgment 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.

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.

Sounds Around

Part 1:

For this task you are going to create a soundscape. A soundscape is a group of sounds that work together to give the feeling of a place.



Think about the drama activity you did with your teacher.

- Where did you go?
- How did you feel?
- What did you see?
- What did you hear?
- What happened?



Write a list of five sound effects you could use to create the noises you heard in your drama.

Plan how you are going to create these sounds.

- Will you use sounds your teacher has given you?
- Will you record your voice, body, instruments or objects to create these sounds?
- Can you record noises in or around the school?



Record your sound effects into the microphone and import them to the computer.



Listen to your sound effects and name them so that you know which sound is which.

Sounds Around

Part 2:

Use Audacity to bring each sound into a separate track. Edit and put the sounds in order to create your soundscape.



Listen to and save your work at various stages. Allow the rest of the class to listen to your work and give you their ideas about it. Make any changes to your work you want and export the final version.



Showcase your work to the rest of the class explaining how you created your final soundscape.

