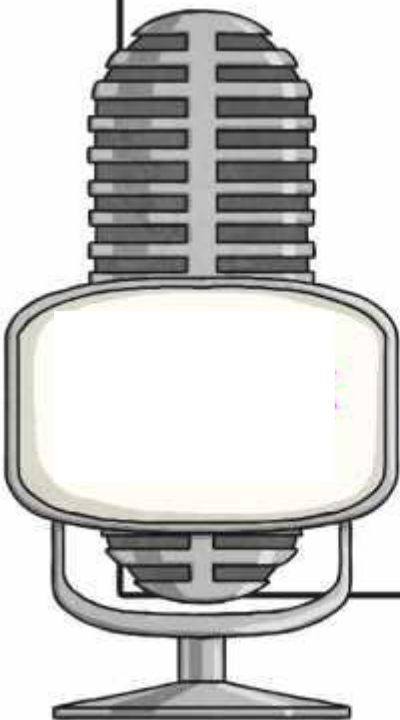




Insert text here



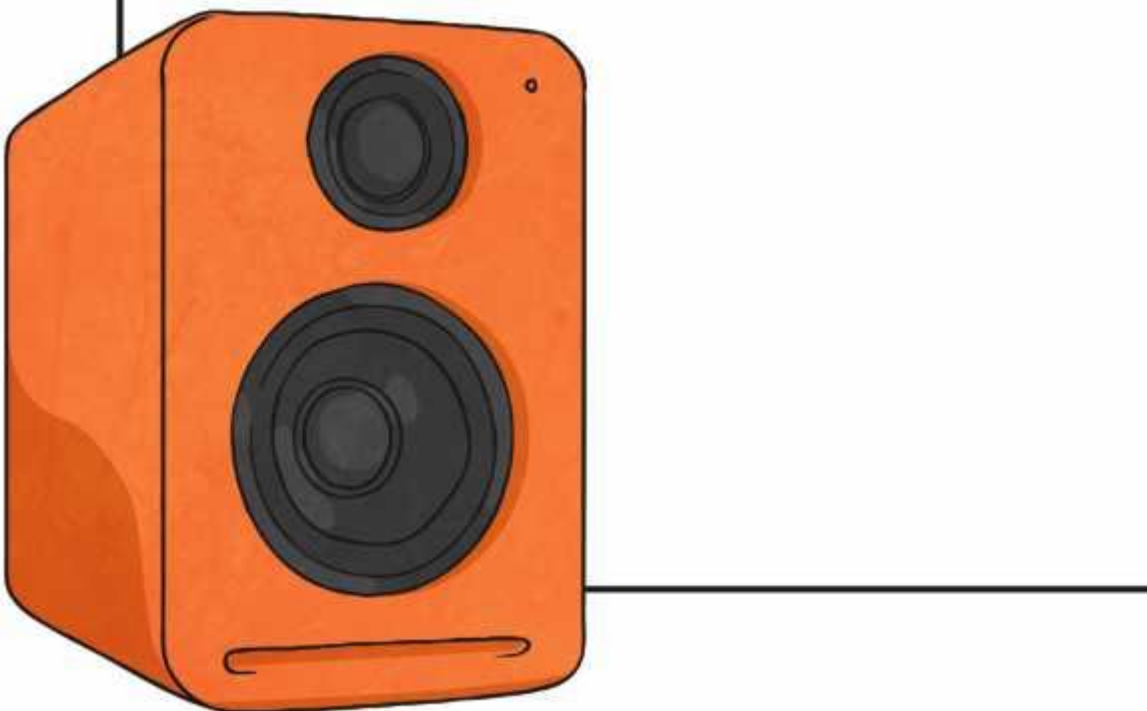
Insert text here



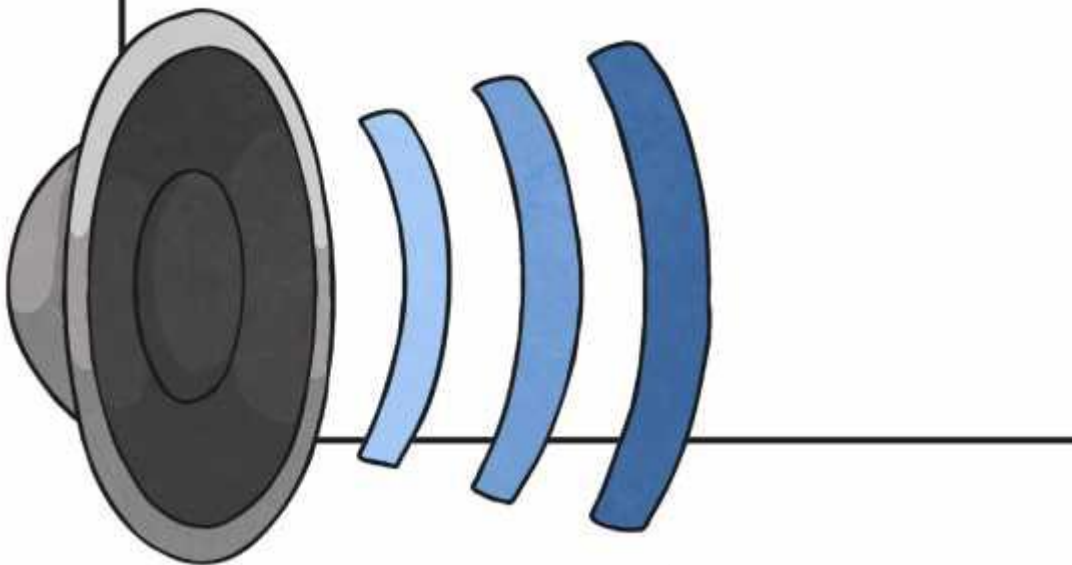
Insert text here



Insert text here



Insert text here



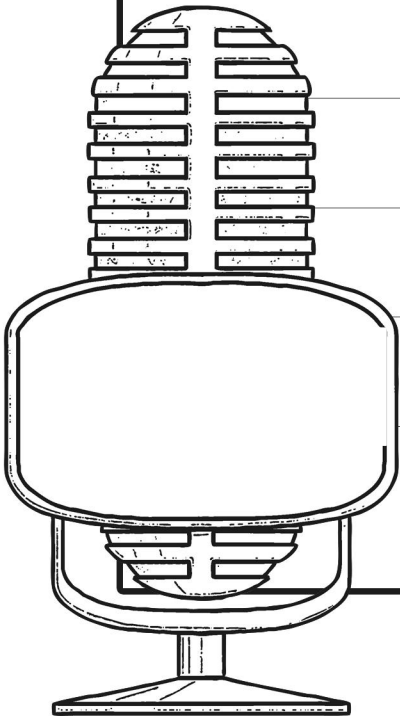
Insert text here



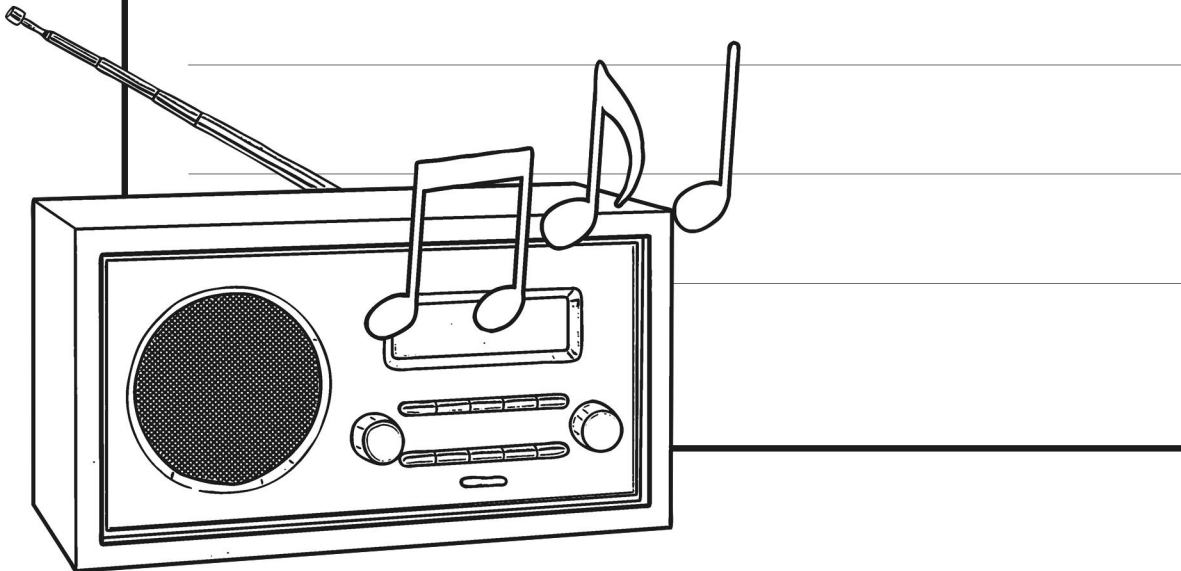
Insert text here



A large rectangular box with a black border, containing a series of horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box.

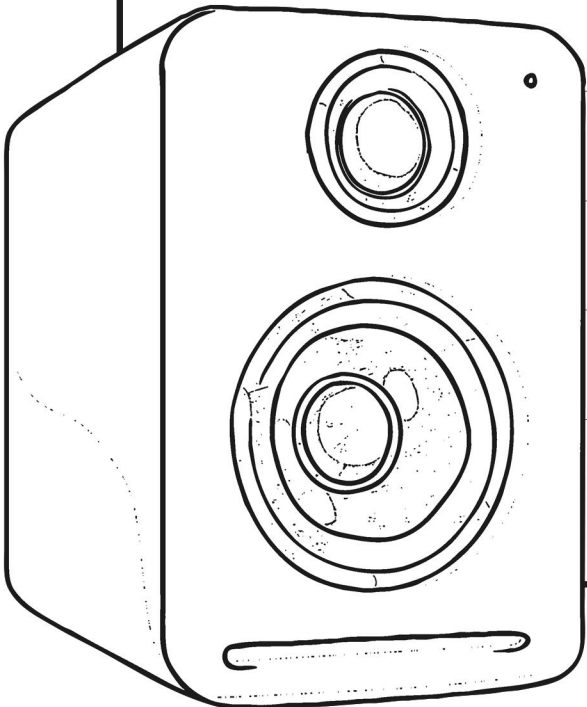


A large rectangular box with a black border, containing several horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box.

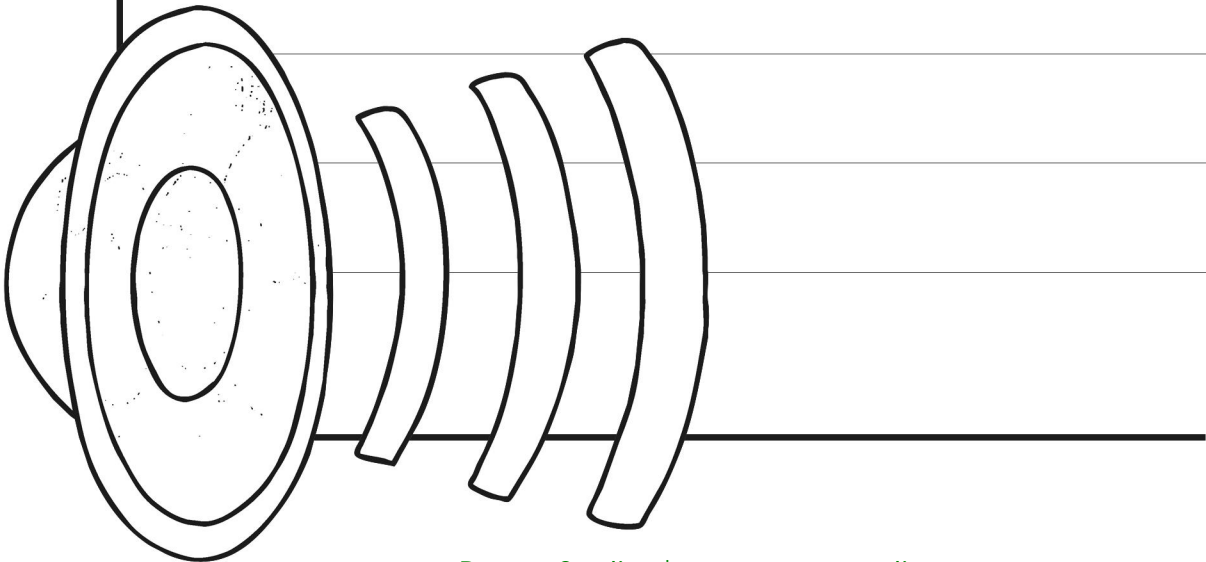




A large rectangular box with a black border, containing a series of horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.



A large rectangular box with a black border, containing four horizontal lines for writing.

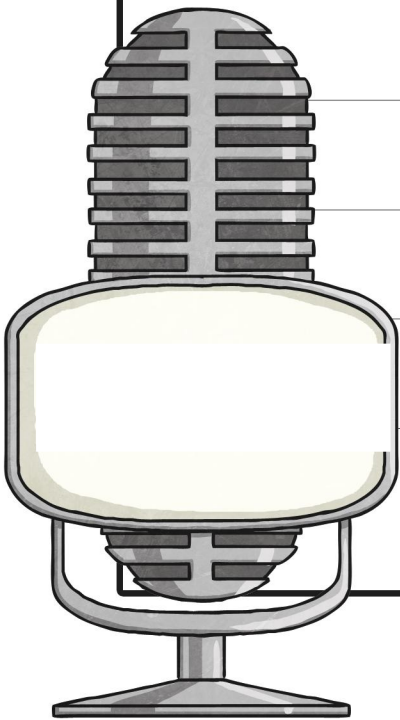




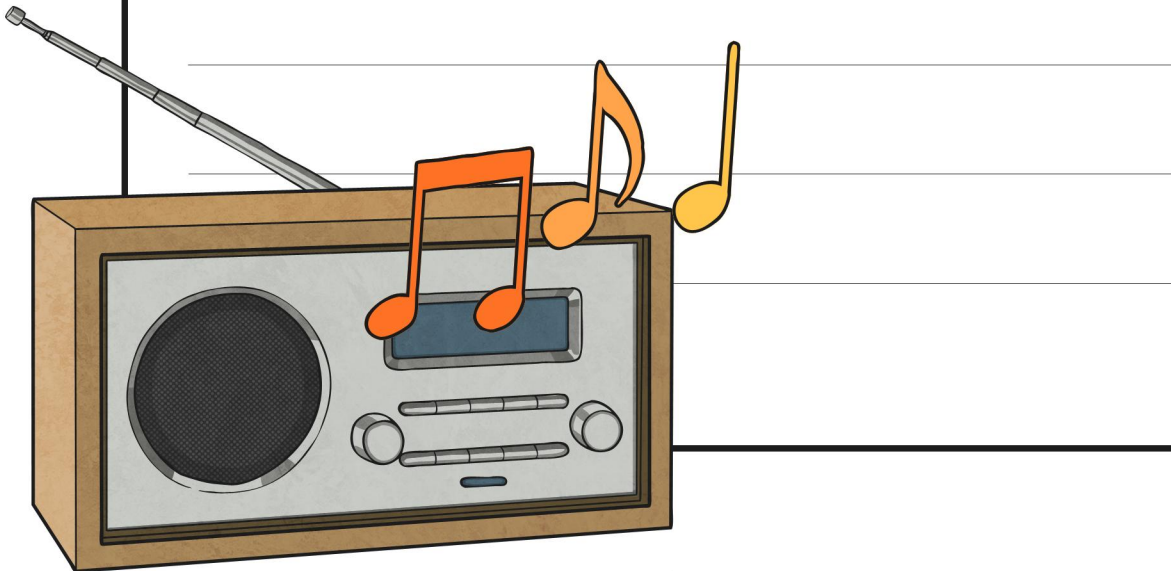
A large rectangular box with a black border, containing four horizontal lines for writing.



A large rectangular box with a black border, containing several horizontal lines for writing. The lines are positioned in the lower half of the box, starting from the bottom and moving upwards.



A large rectangular frame containing seven horizontal lines for writing.

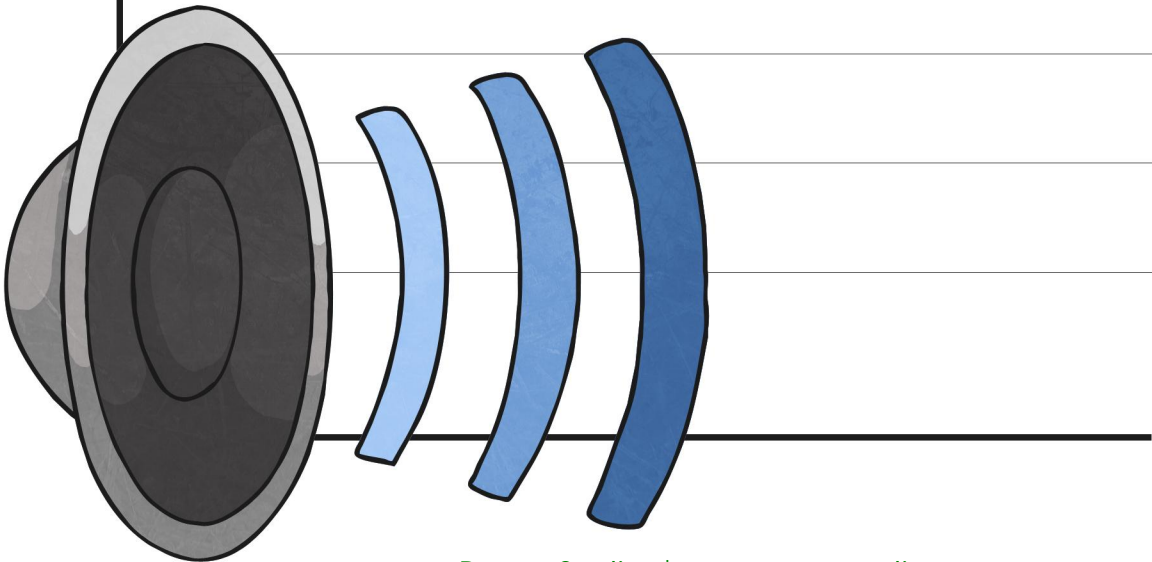


A large rectangular frame containing four horizontal lines, serving as a writing area.





A large rectangular box with a black border, containing four horizontal lines for writing.

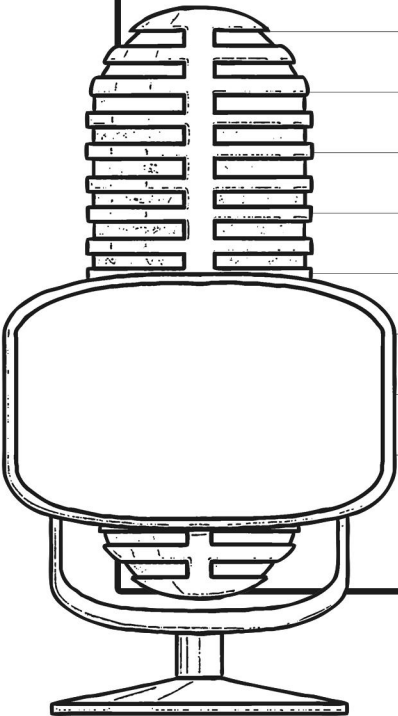


A large rectangular frame containing seven horizontal lines for writing.

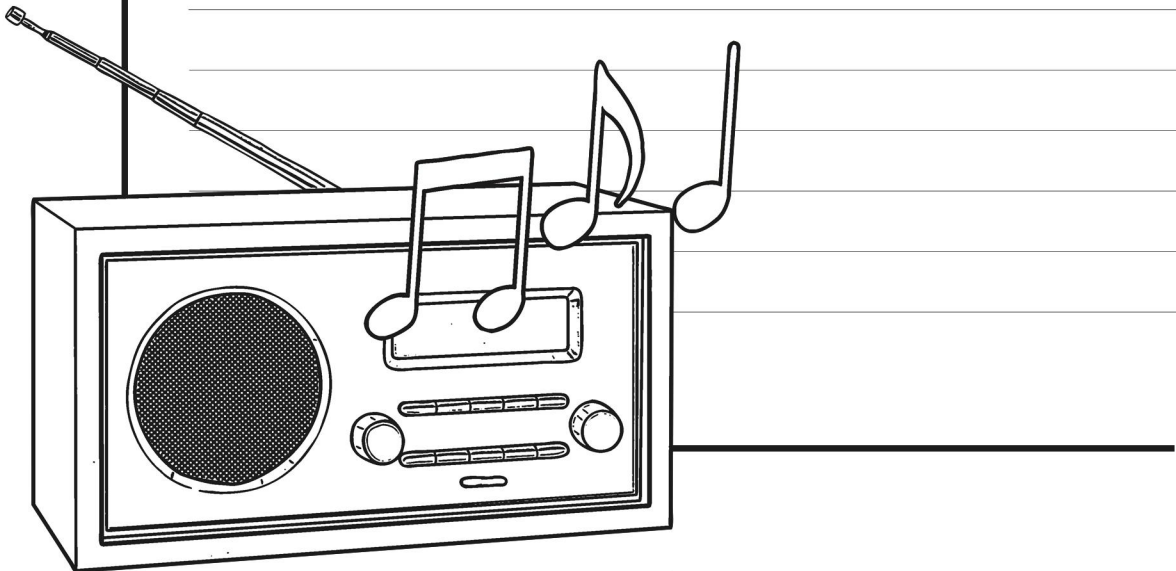








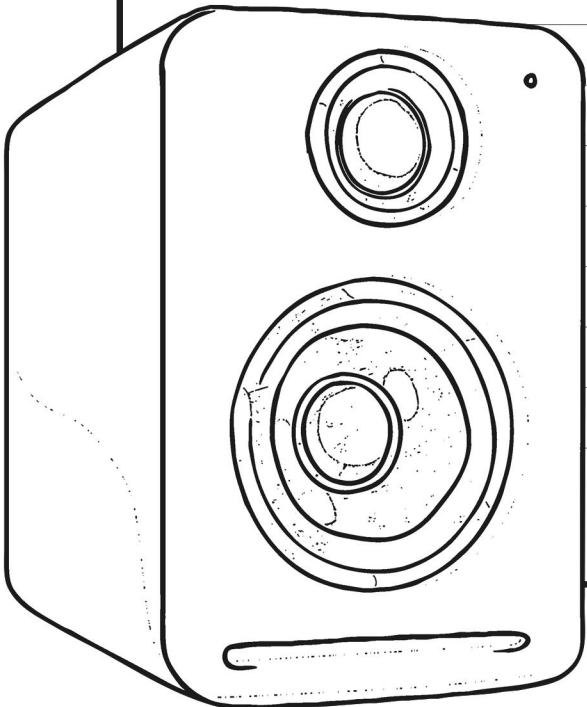
A large rectangular box with a black border, containing ten horizontal lines for writing.





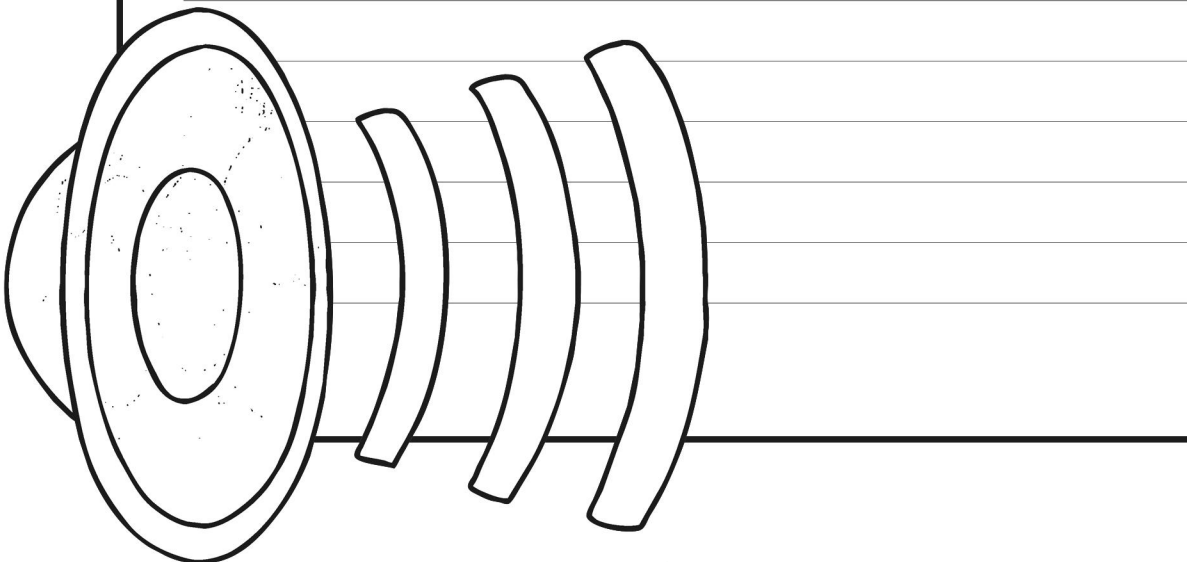


Four horizontal lines for writing, located below the main drawing area.



Eight horizontal lines for writing, located to the right of the speaker drawing.

A large rectangular box with a black border, containing a series of horizontal lines for writing.



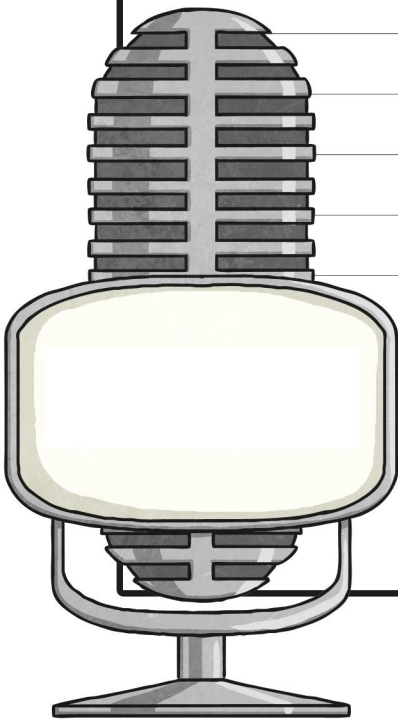
A large rectangular frame containing ten horizontal lines for writing.



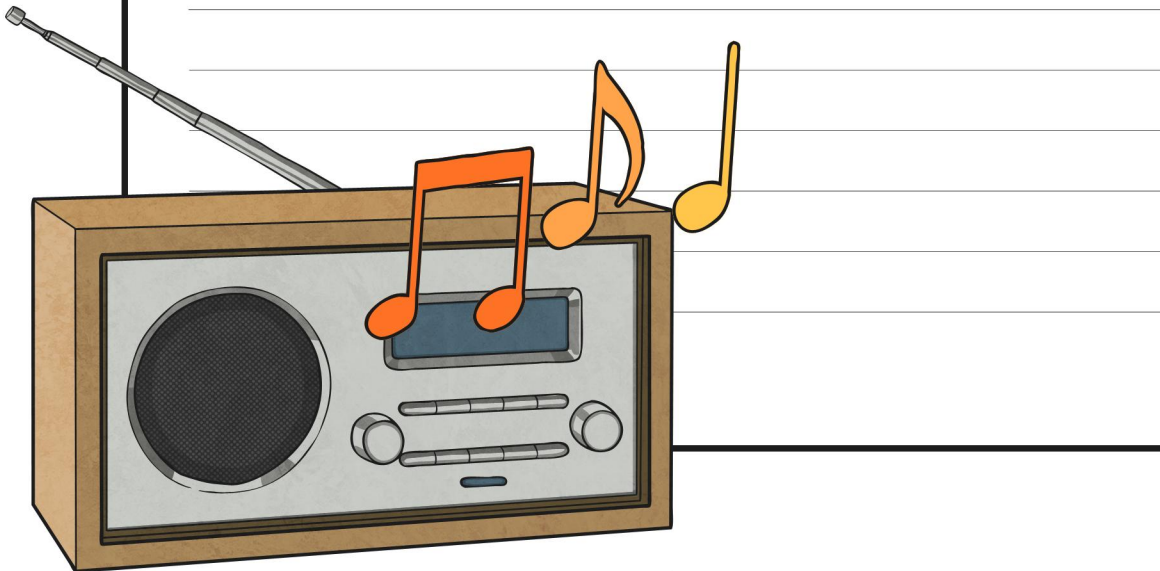


A series of ten horizontal lines for writing.

A large rectangular box with a black border, containing a series of horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box.



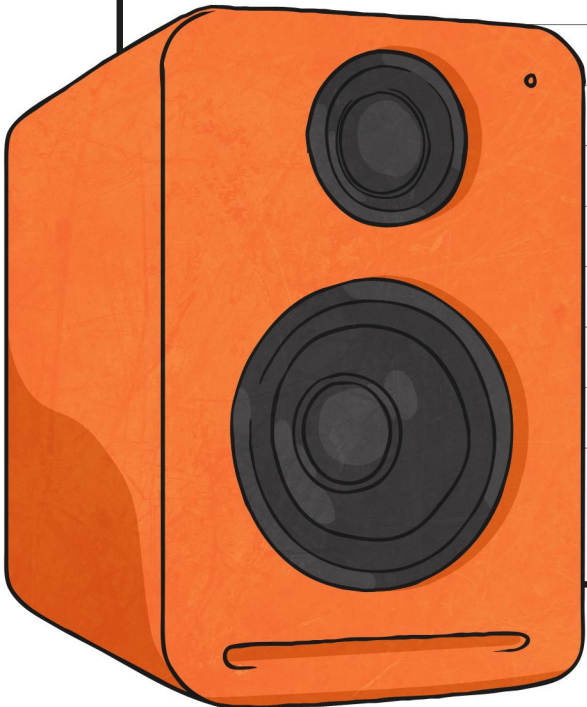
A large rectangular frame containing ten horizontal lines for writing.



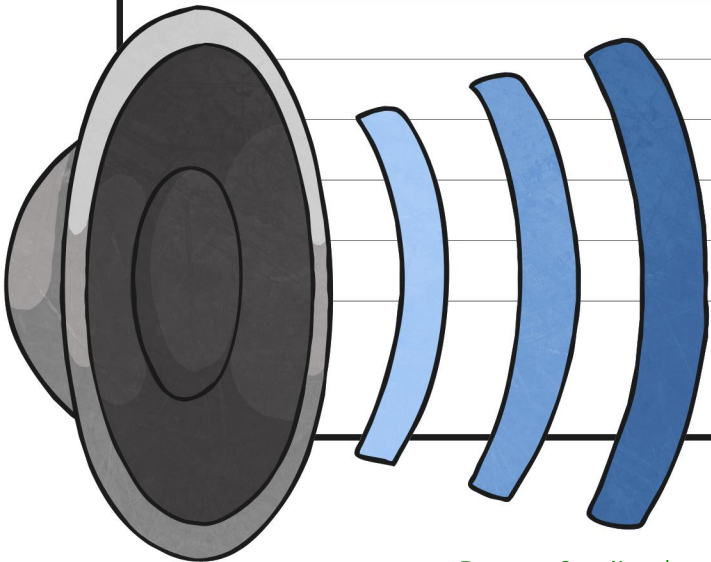
A large rectangular frame containing ten horizontal lines for writing, positioned in the upper and middle sections of the page.



A large rectangular frame containing a series of horizontal lines for writing, positioned in the upper and middle sections of the page.



A large rectangular box with a black border, containing several horizontal lines for writing.

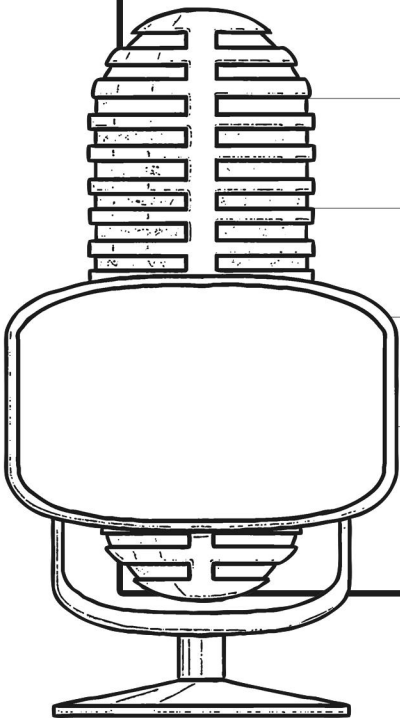


A large rectangular frame containing ten horizontal lines for writing.

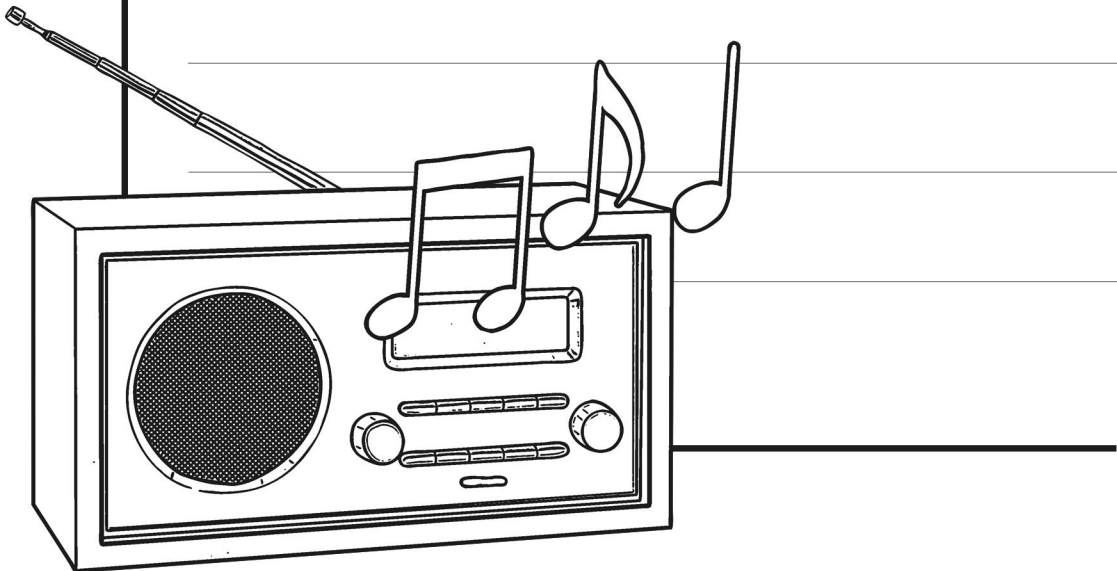




A large rectangular frame containing 15 horizontal lines for writing.

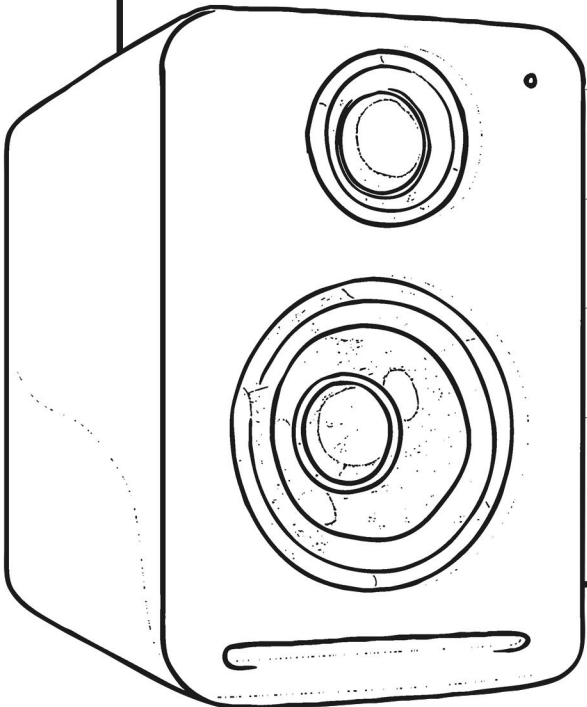


A large rectangular area with horizontal lines, intended for writing or drawing.

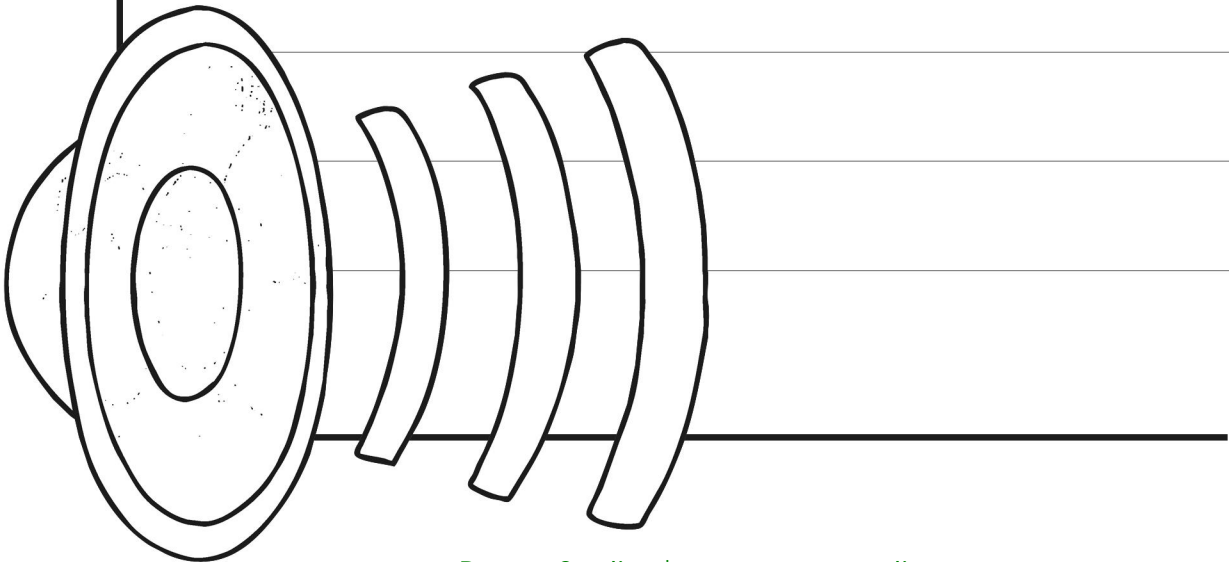




Lined writing area for notes.

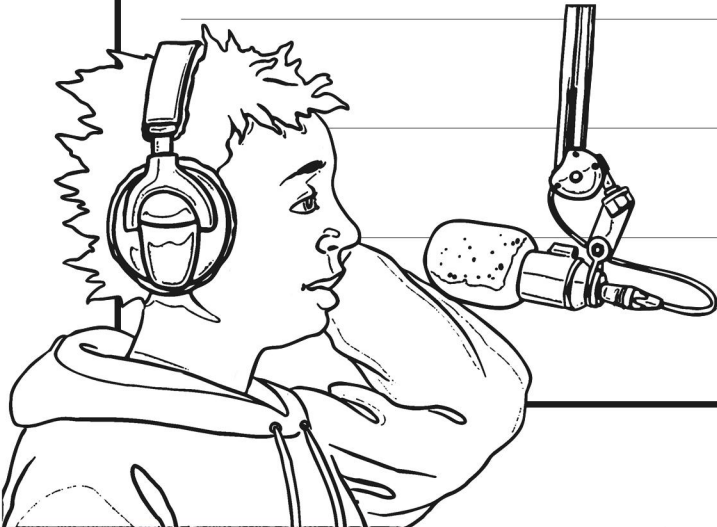


Lined writing area with 15 horizontal lines.

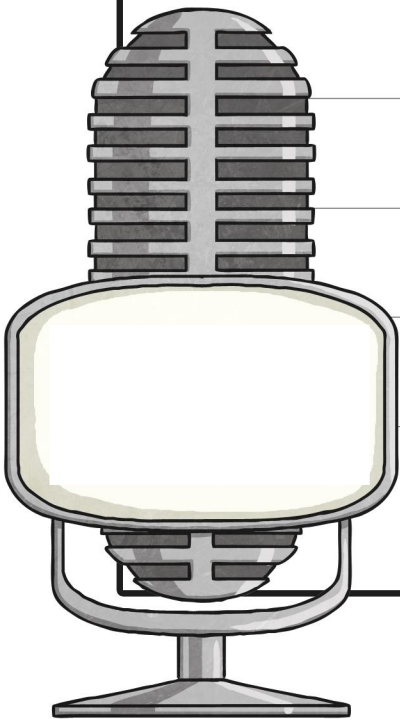




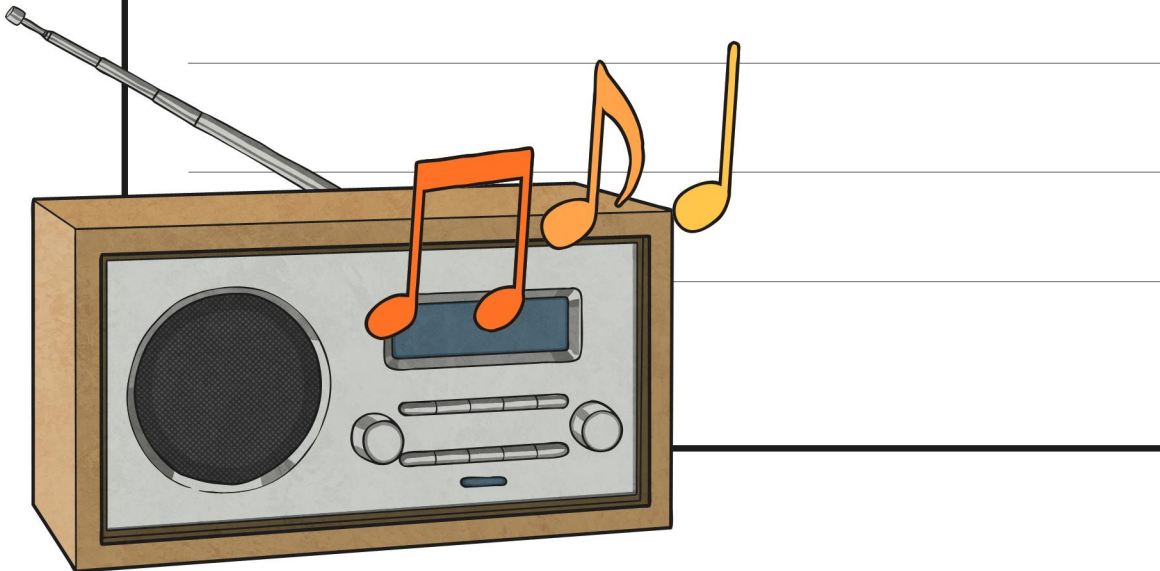
Blank lined area for writing notes.



A large rectangular box containing 15 horizontal lines for writing.



A large rectangular area with a black border, containing 20 horizontal lines for writing.

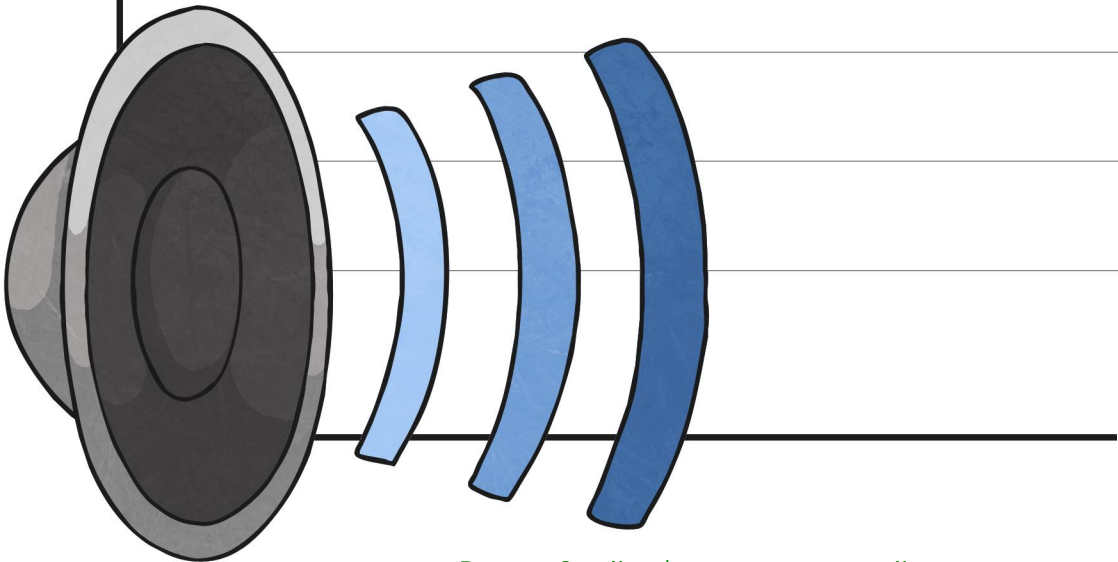




A large rectangular area with a black border, containing 15 horizontal lines for writing.



Lined writing area for notes.



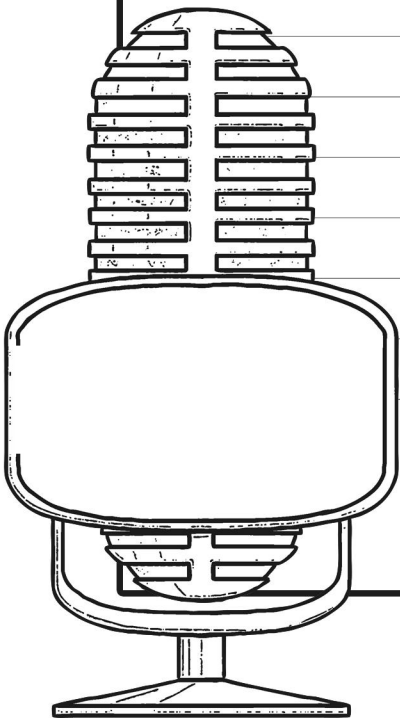
A large rectangular area with a black border, containing 20 horizontal lines for writing.



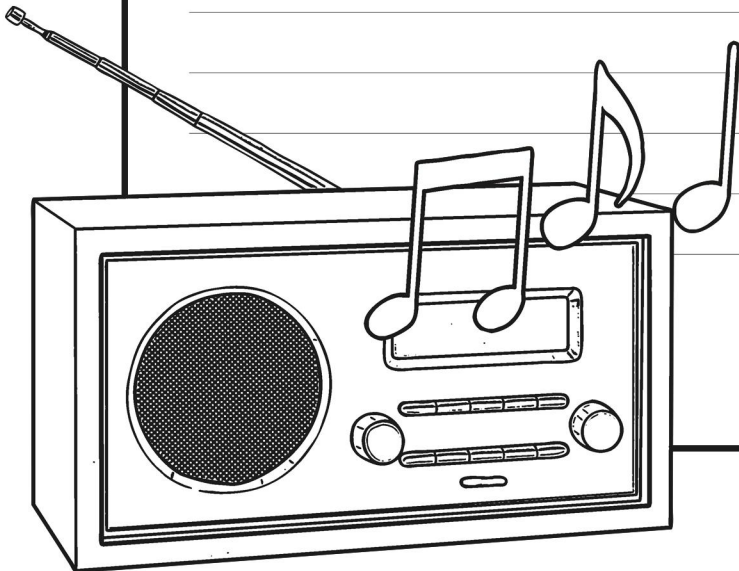
A large rectangular frame containing 18 horizontal lines for writing.



A large rectangular area with a black border, containing 20 horizontal lines for writing.



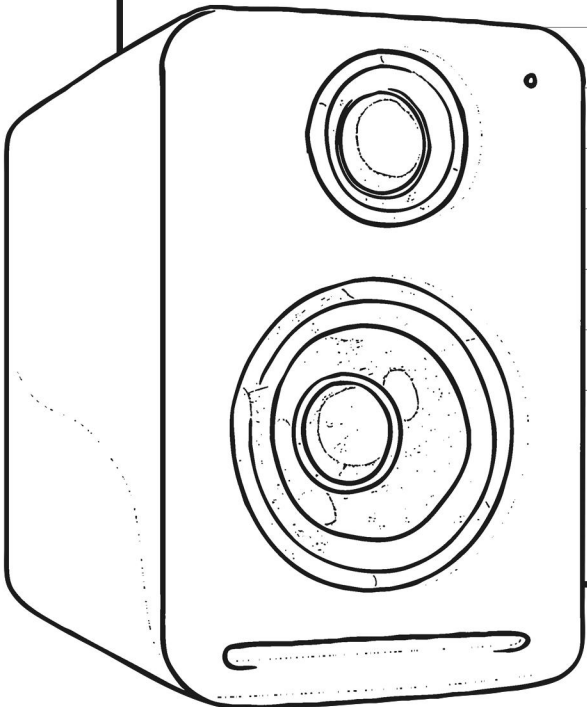
A large rectangular area with horizontal lines, intended for writing or drawing.



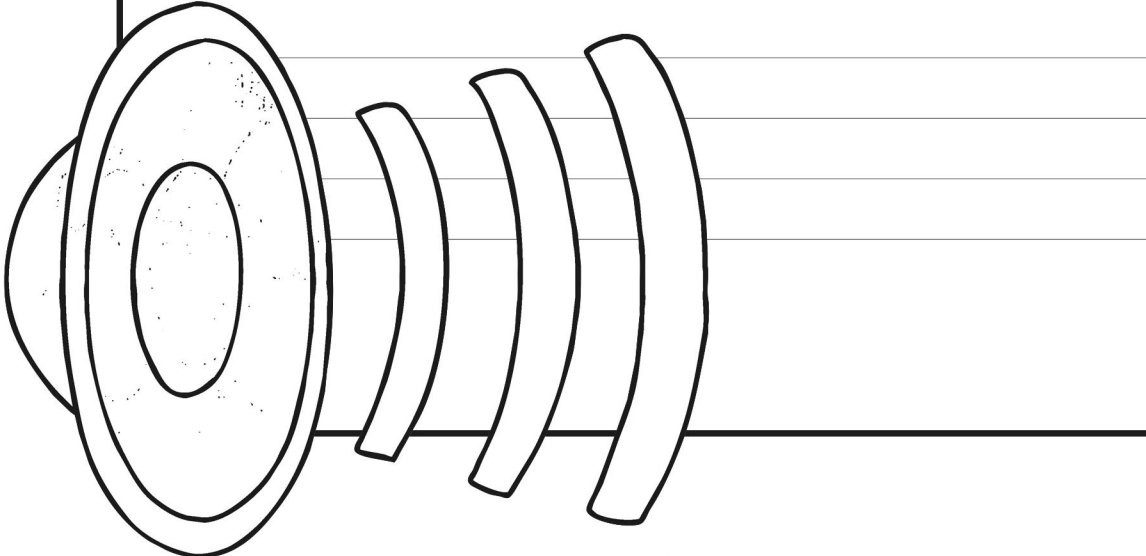
Lined writing area for notes or text.



Lined writing area for notes.



Lined writing area for notes.



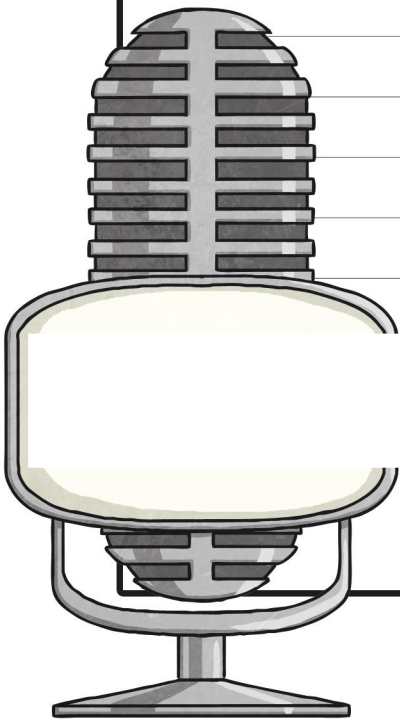
Lined writing area for notes or answers.



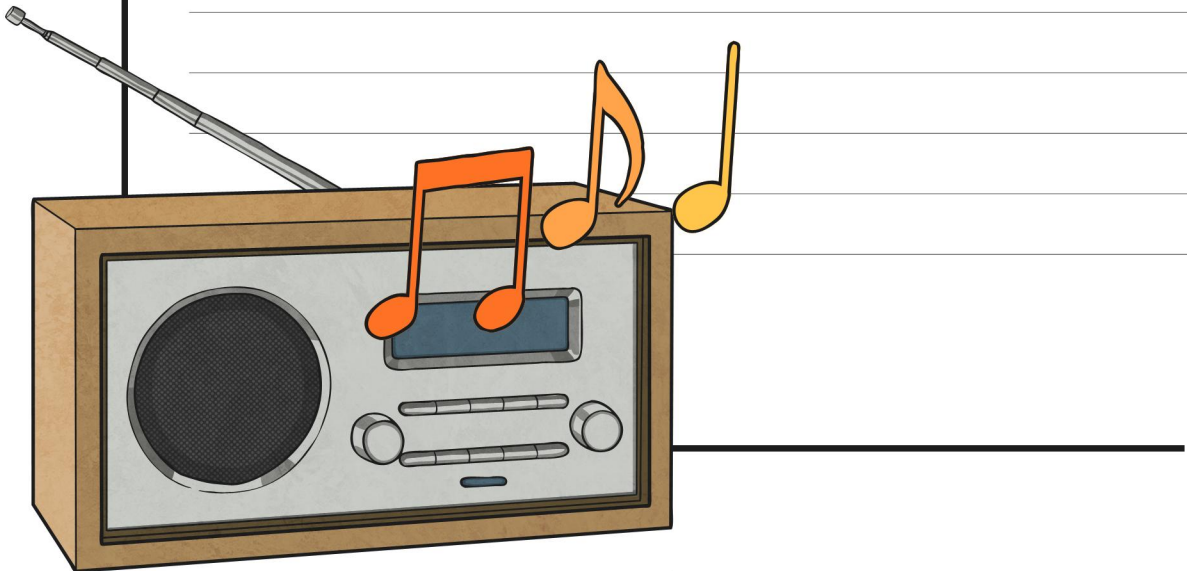
Lined writing area with 20 horizontal lines.



A large rectangular box containing 25 horizontal lines for writing.



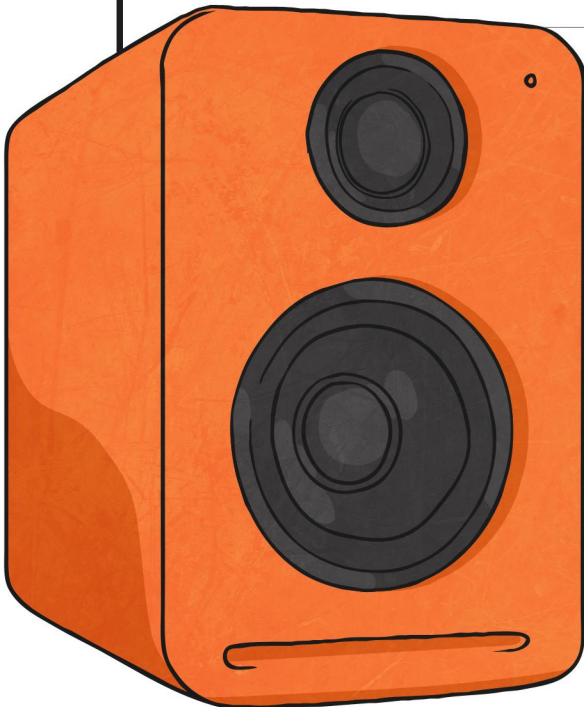
A large rectangular area with horizontal lines, intended for writing lyrics or notes.



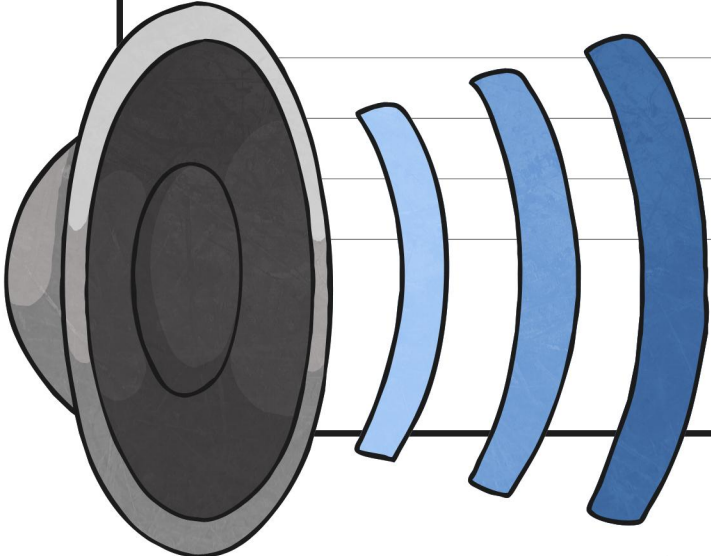
Lined writing area for notes or transcription.



A large rectangular area with a black border, containing 20 horizontal lines for writing.



Lined writing area for notes.




A large rectangular area with horizontal lines, intended for writing or drawing.




A large rectangular frame containing 25 horizontal lines for writing.






Radio Station

Challenge Cards




Radio Station

Challenge Cards



Radio Station

Challenge Cards



Radio Station

Challenge Cards



Can you use sound effects to record a scary voice for Halloween?



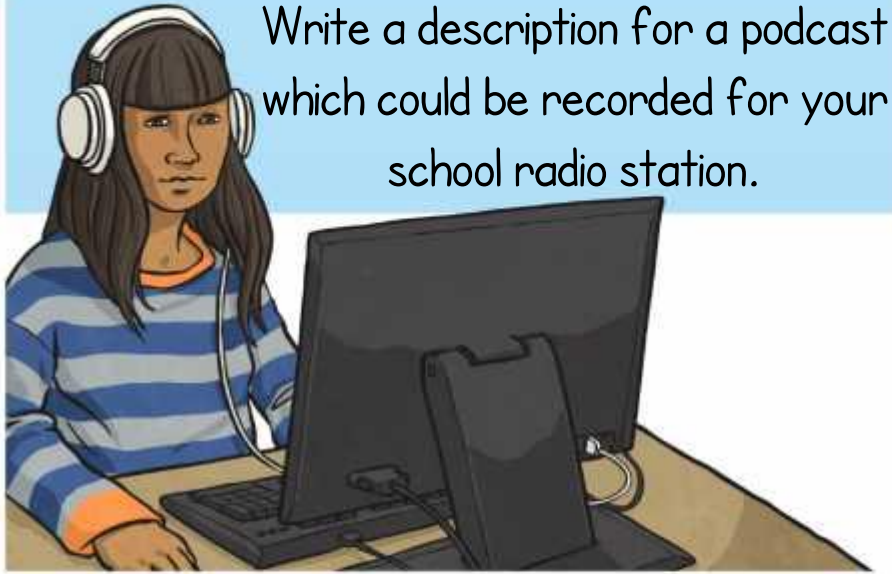
Can you use sound effects to make a voice recording sound like a chipmunk?



Can you use sound effects to make a voice recording sound like it has an echo?

Can you change the tone and pitch of your voice to make your expression more interesting, in the style of a good radio presenter?





Write a description for a podcast which could be recorded for your school radio station.

Write an advert for a school radio station, persuading people to tune in and listen!



Design or draw a new radio station logo. Think of a name and slogan.



Research and write about a famous radio presenter from a local or national radio station.



Make a glossary/mini-dictionary of technical words related to a radio station or sound recording. Can you write definitions for them?



Write a letter to a radio station or radio DJ telling them about your work. You could ask some questions too!



Practise your interviewing technique with a partner. One person can be the interviewer while the other plays the part of a famous sports person musician or TV star!

Write a script and/or record a news report about something in your local area. It could be serious, funny or just interesting.



Radio Station

Challenge Cards



Radio Station

Challenge Cards



Radio Station

Challenge Cards



Radio Station

Challenge Cards





Can you use sound effects to record a scary voice for Halloween?



Can you use sound effects to make a voice recording sound like a chipmunk?



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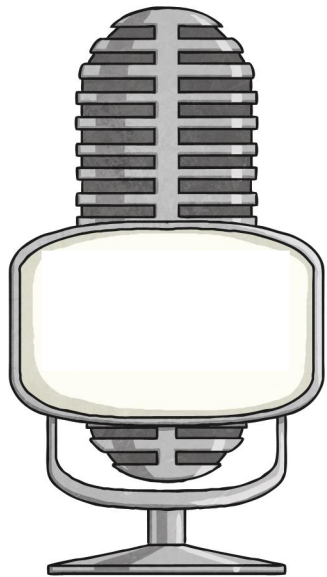
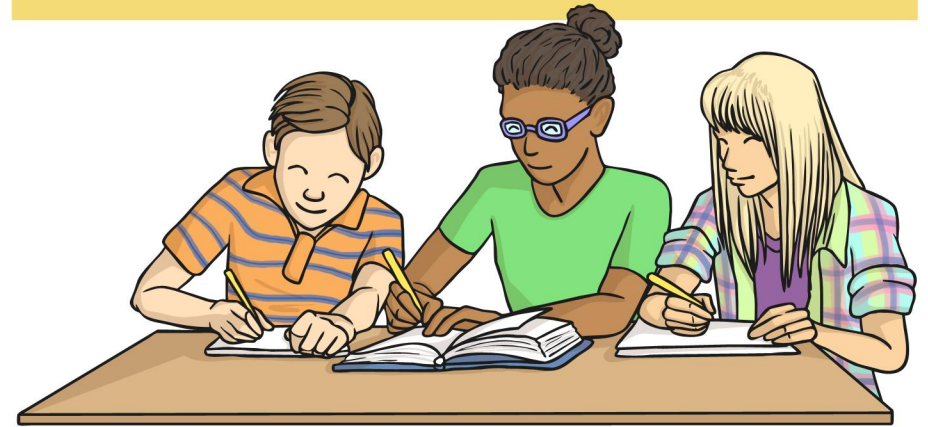
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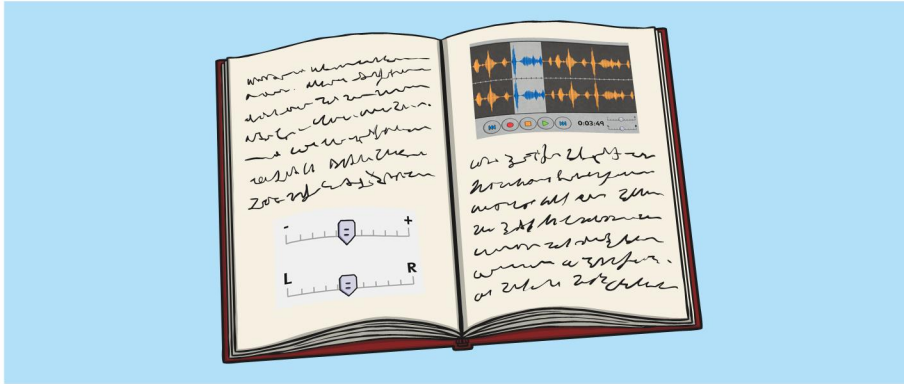
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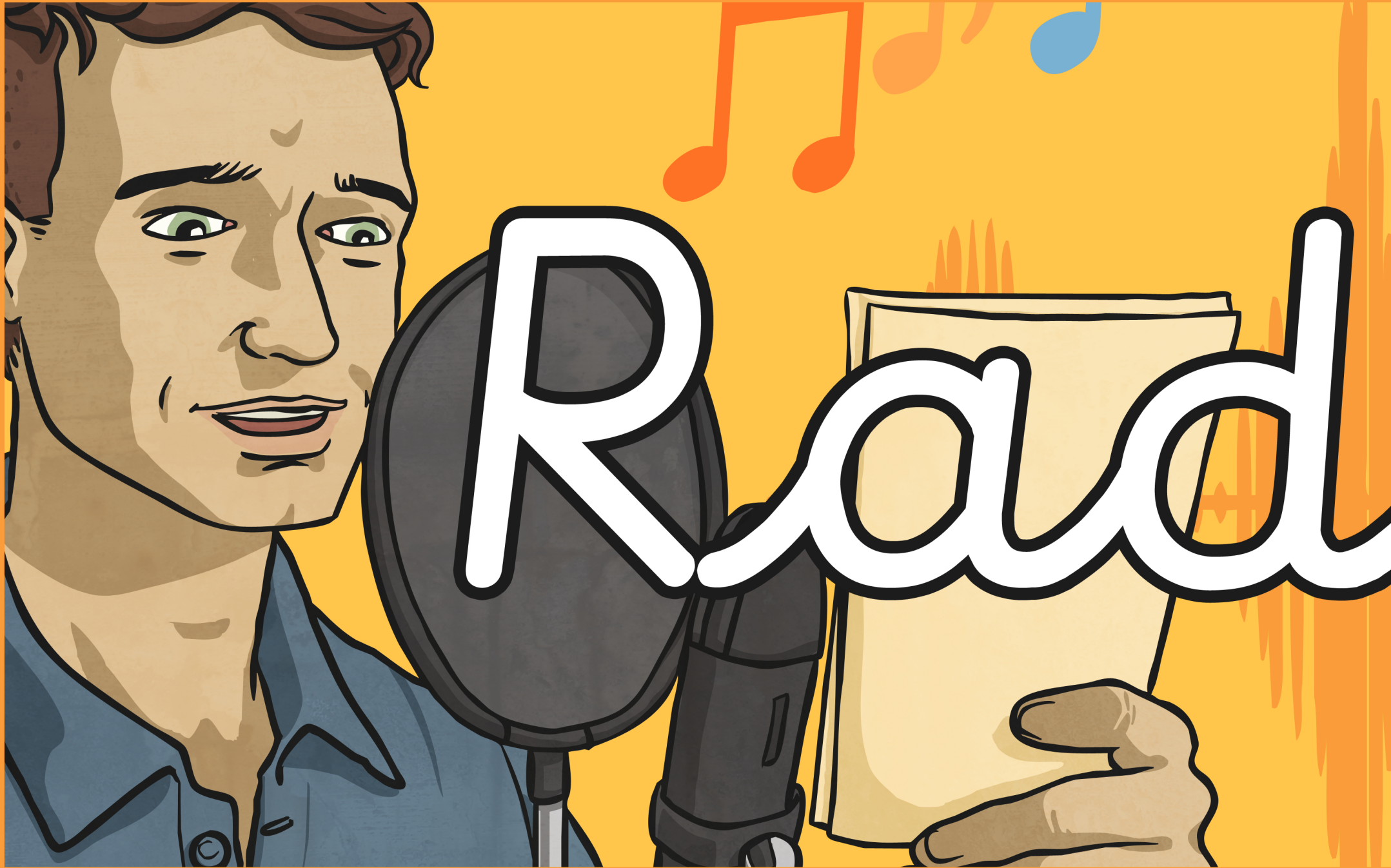
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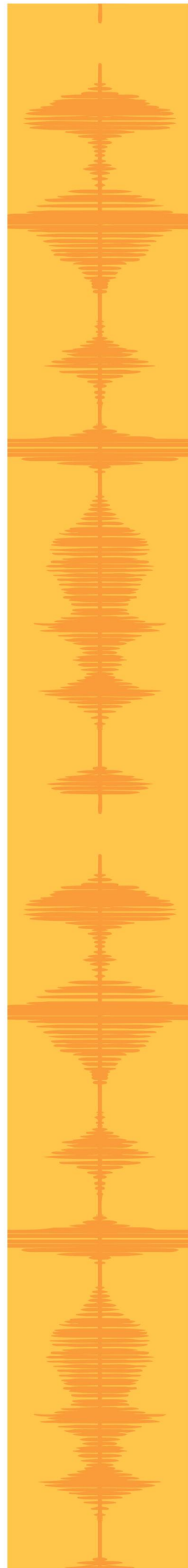
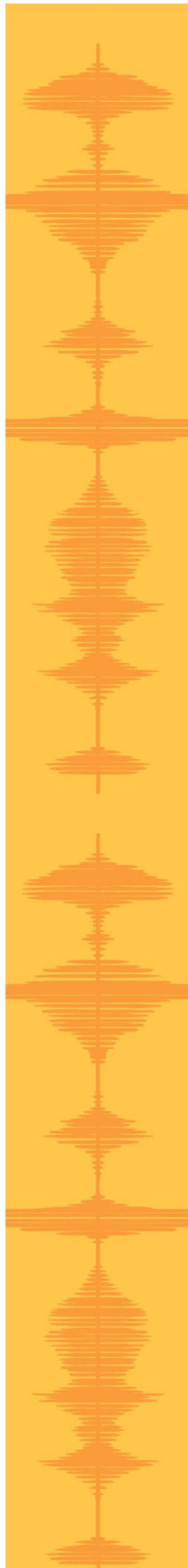
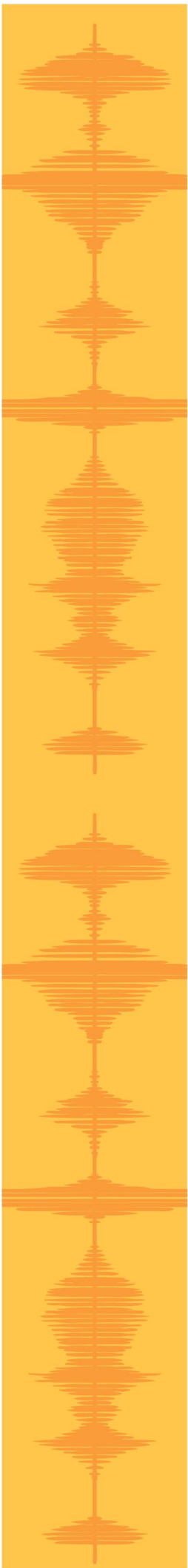


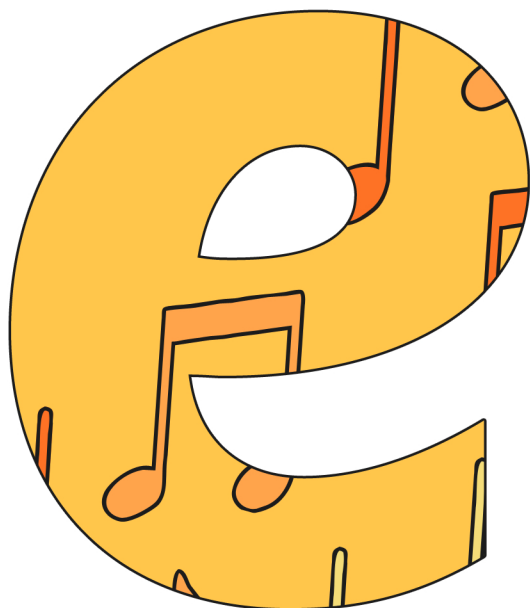
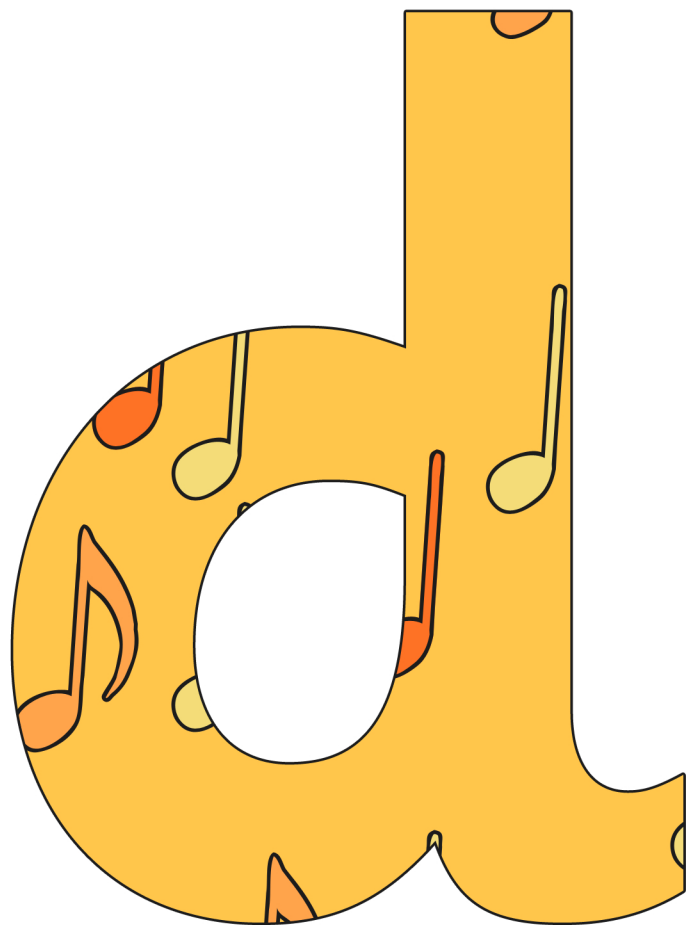
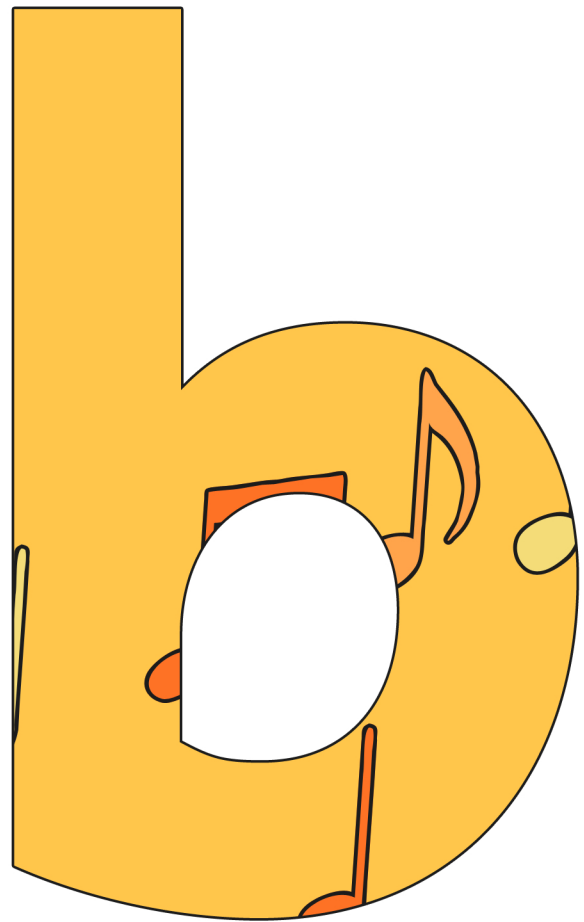
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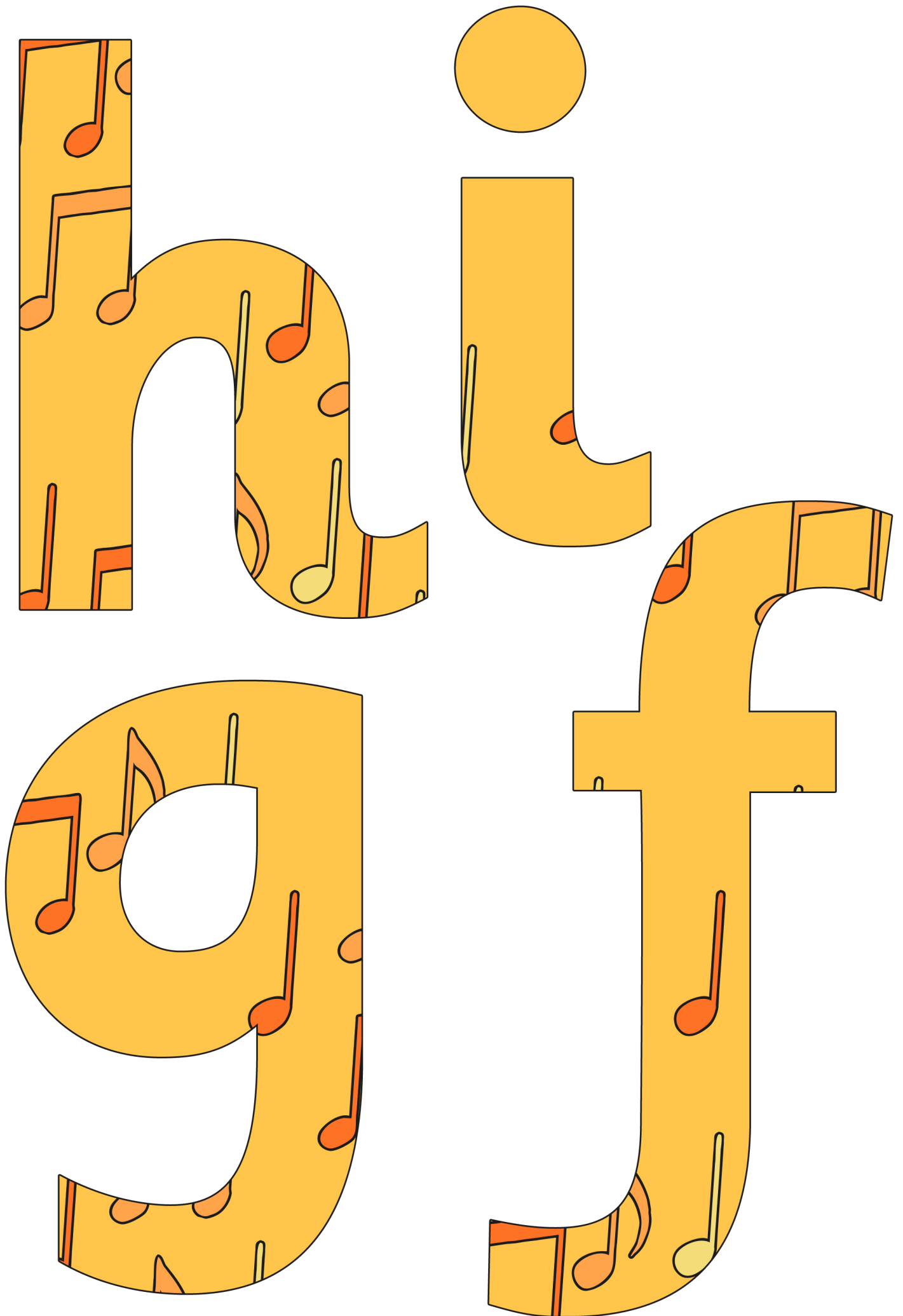


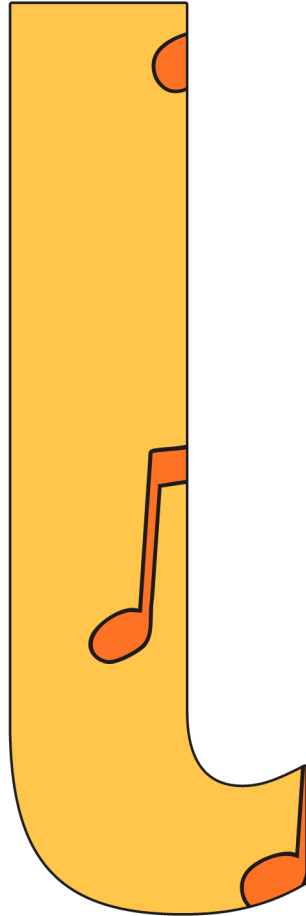


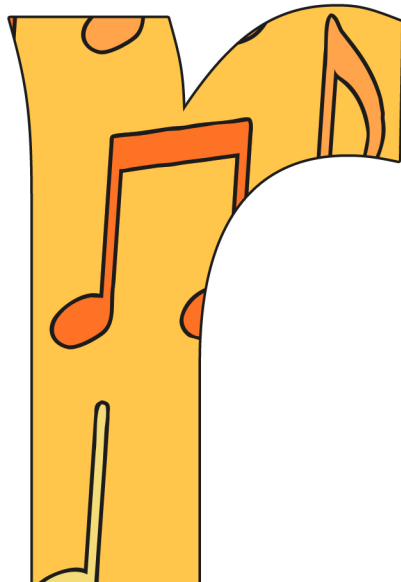
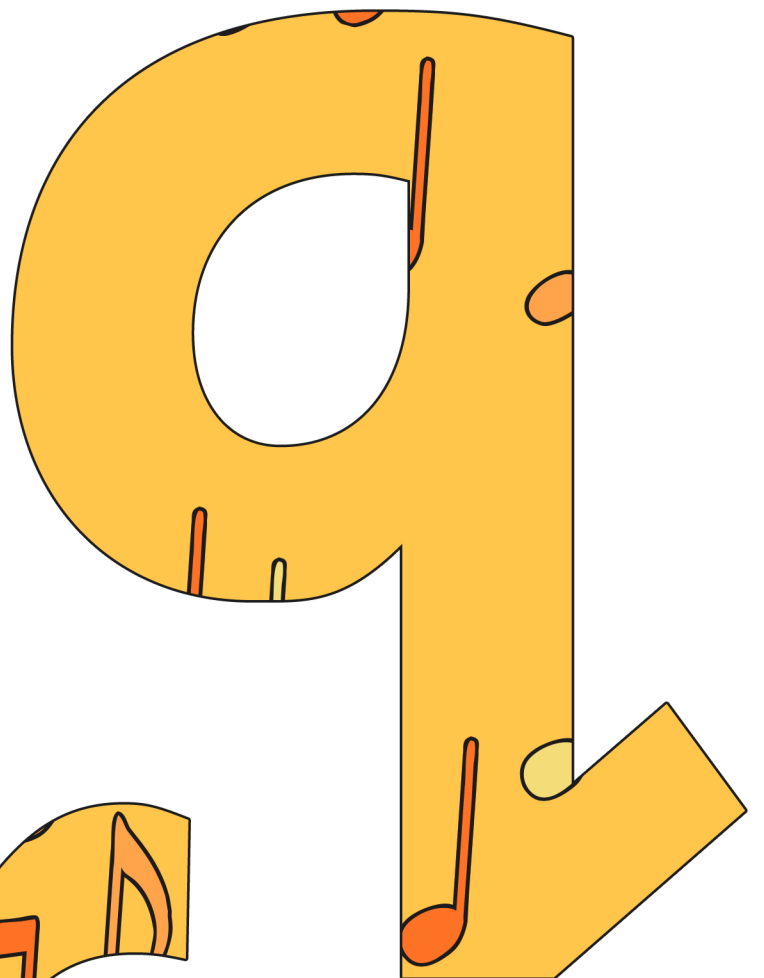
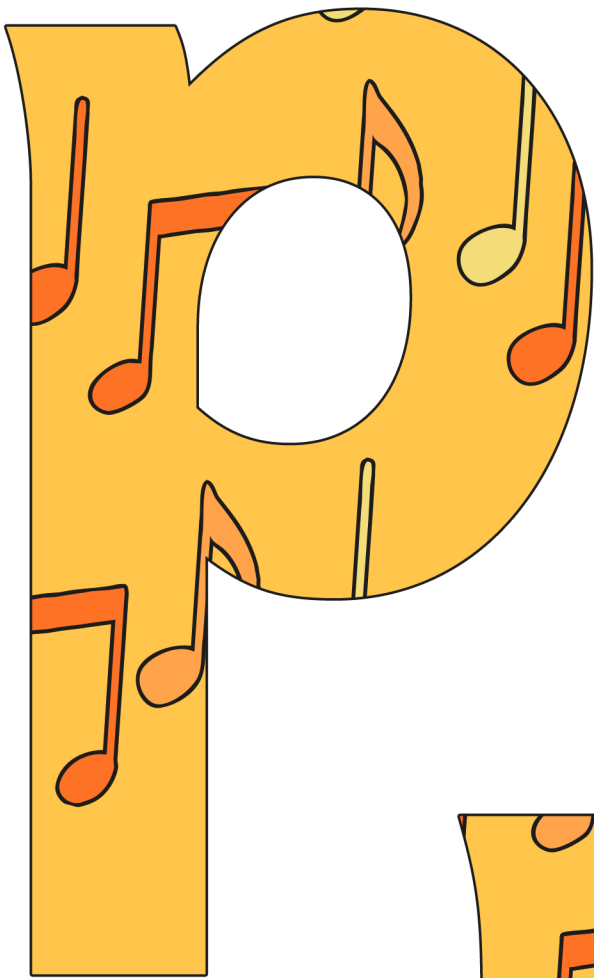


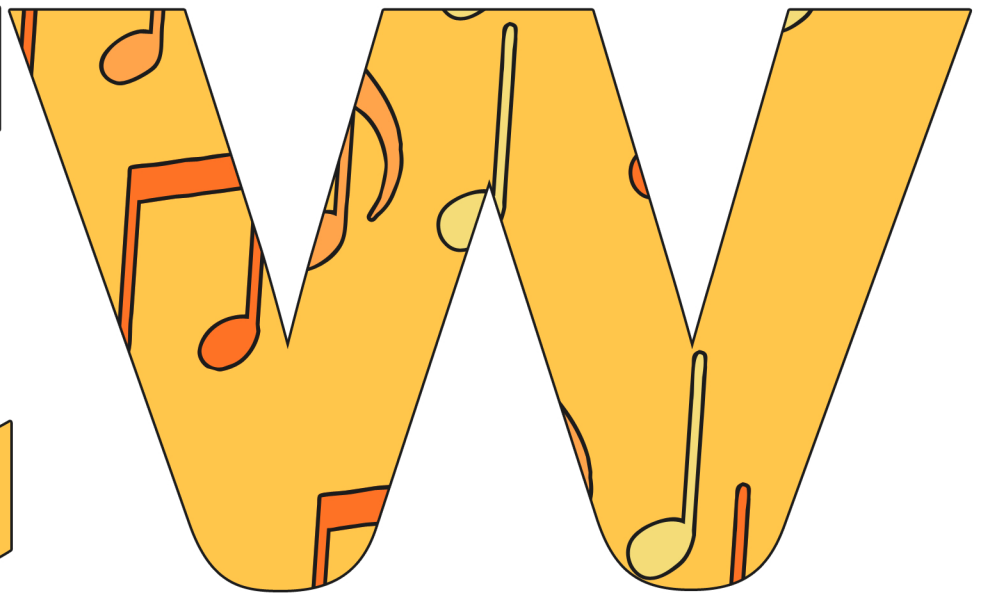
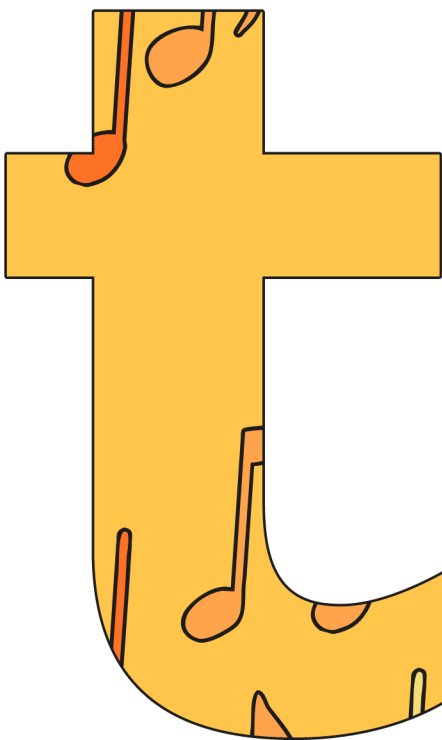
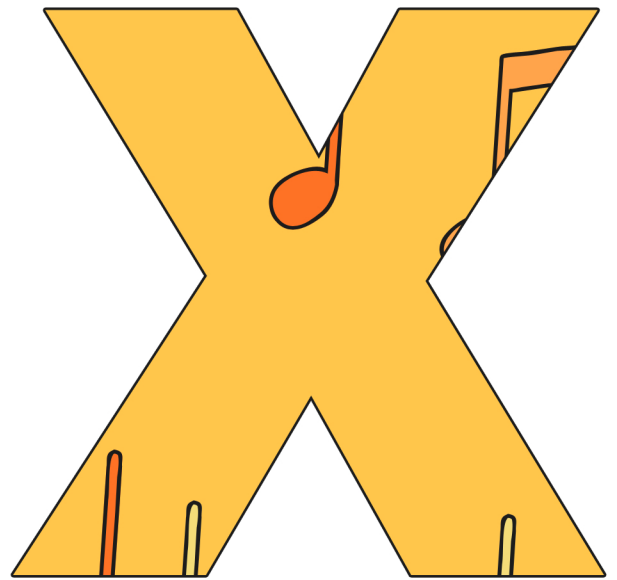
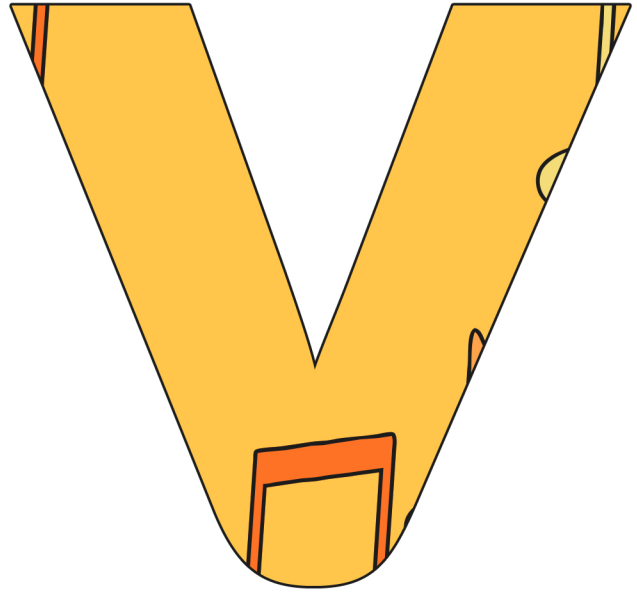


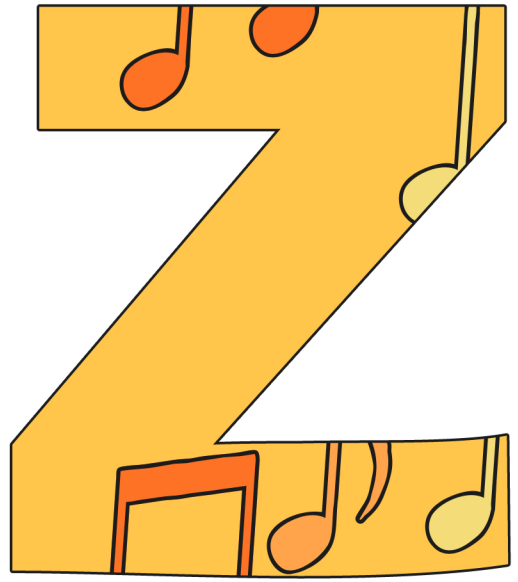
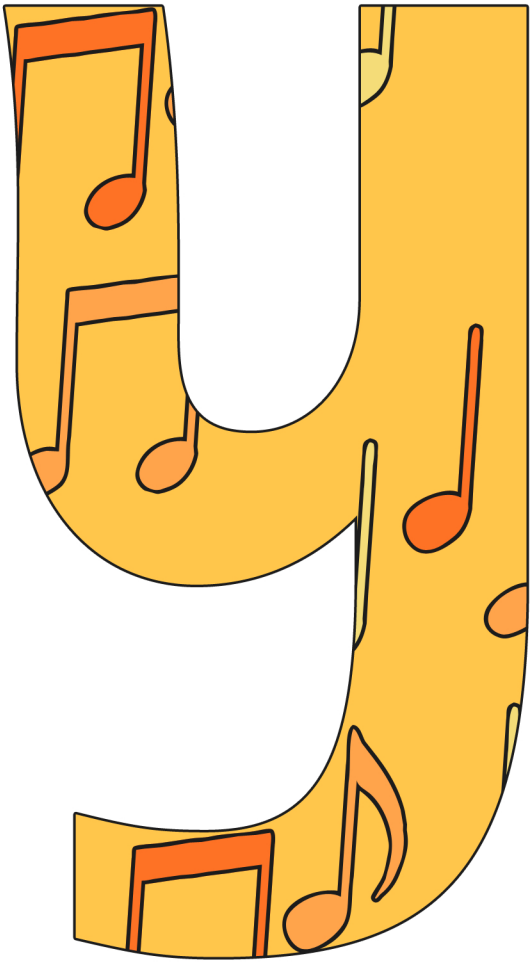


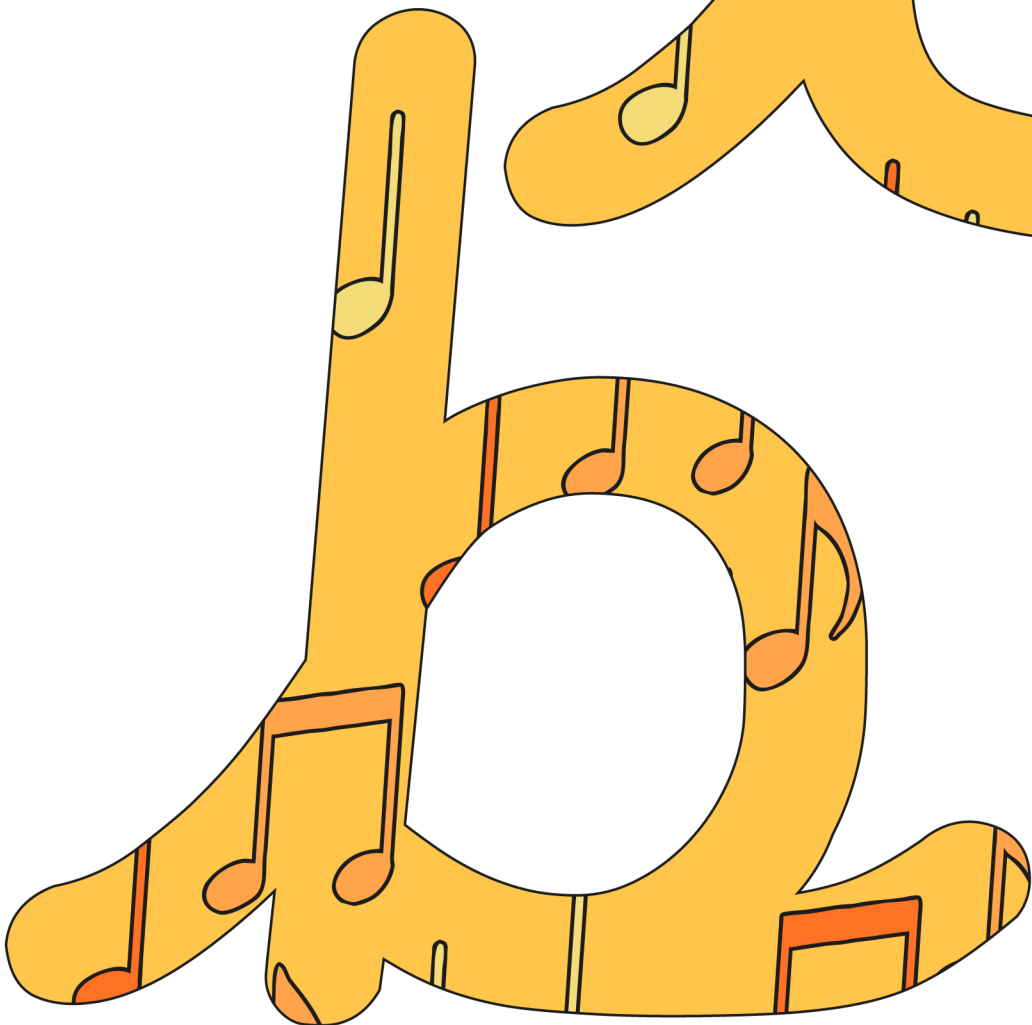
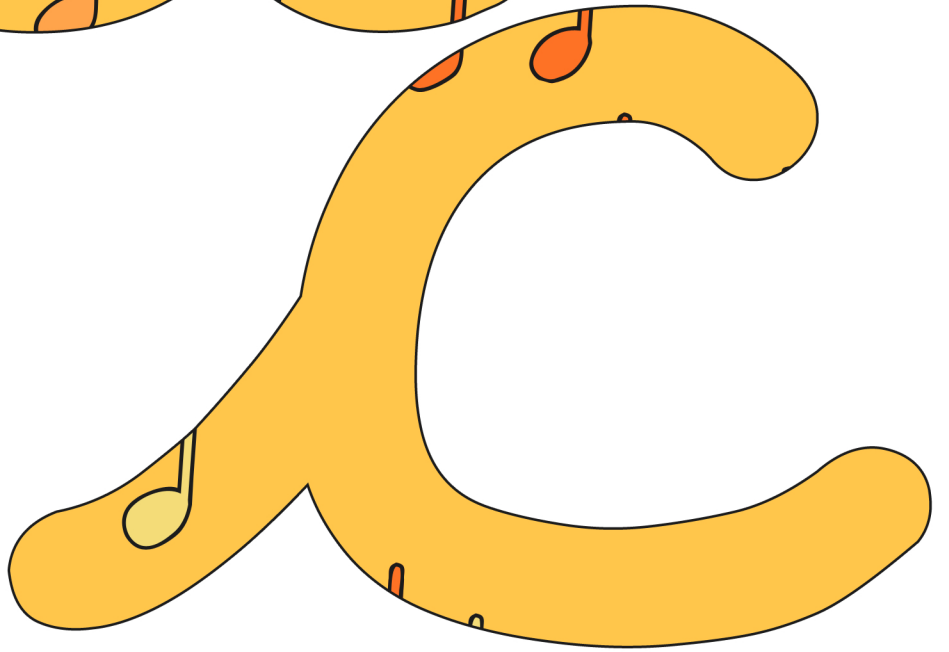
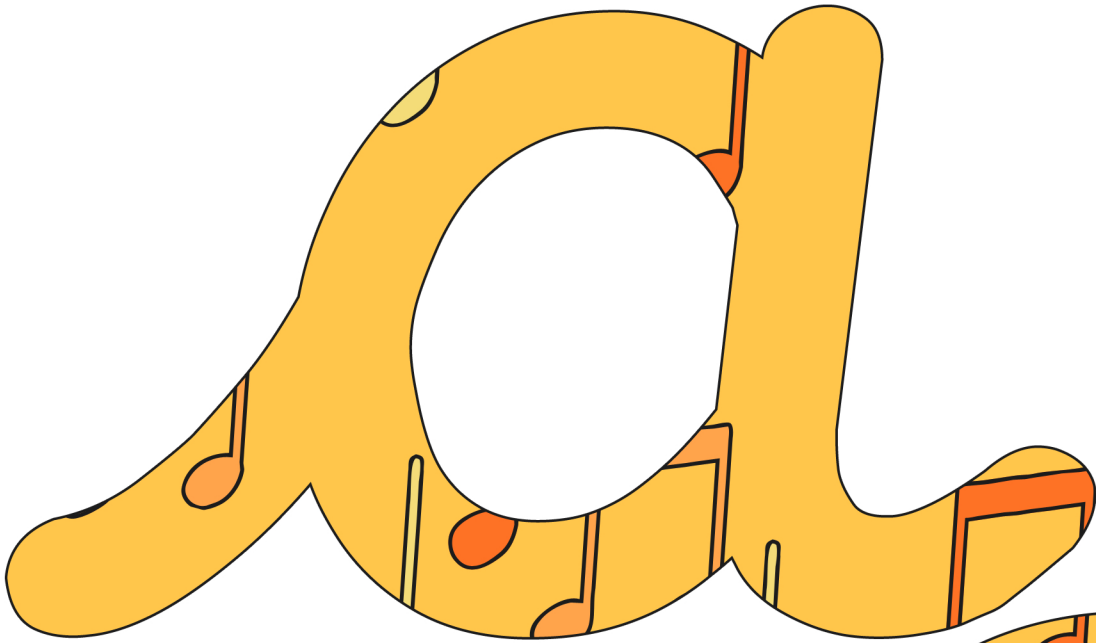


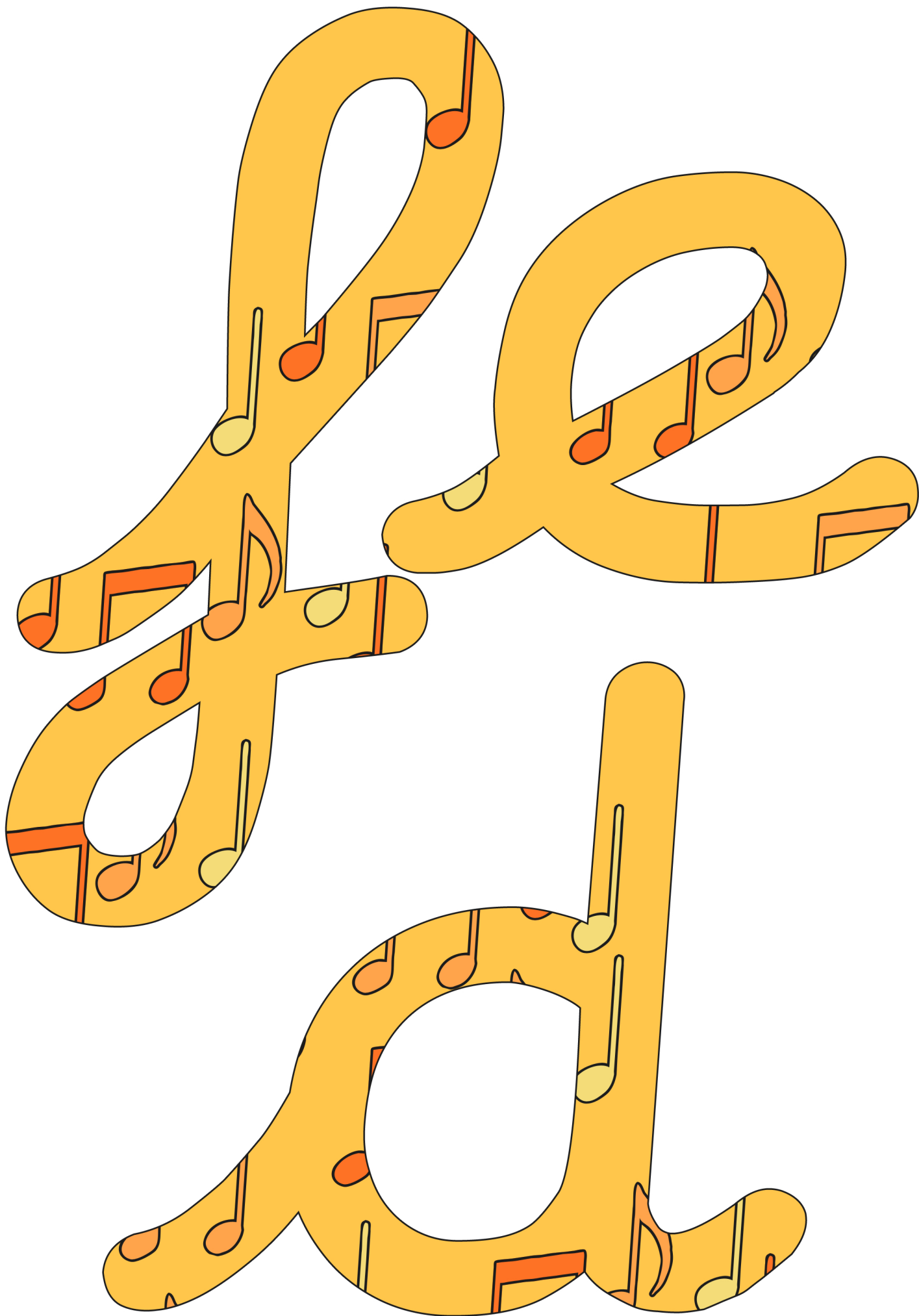


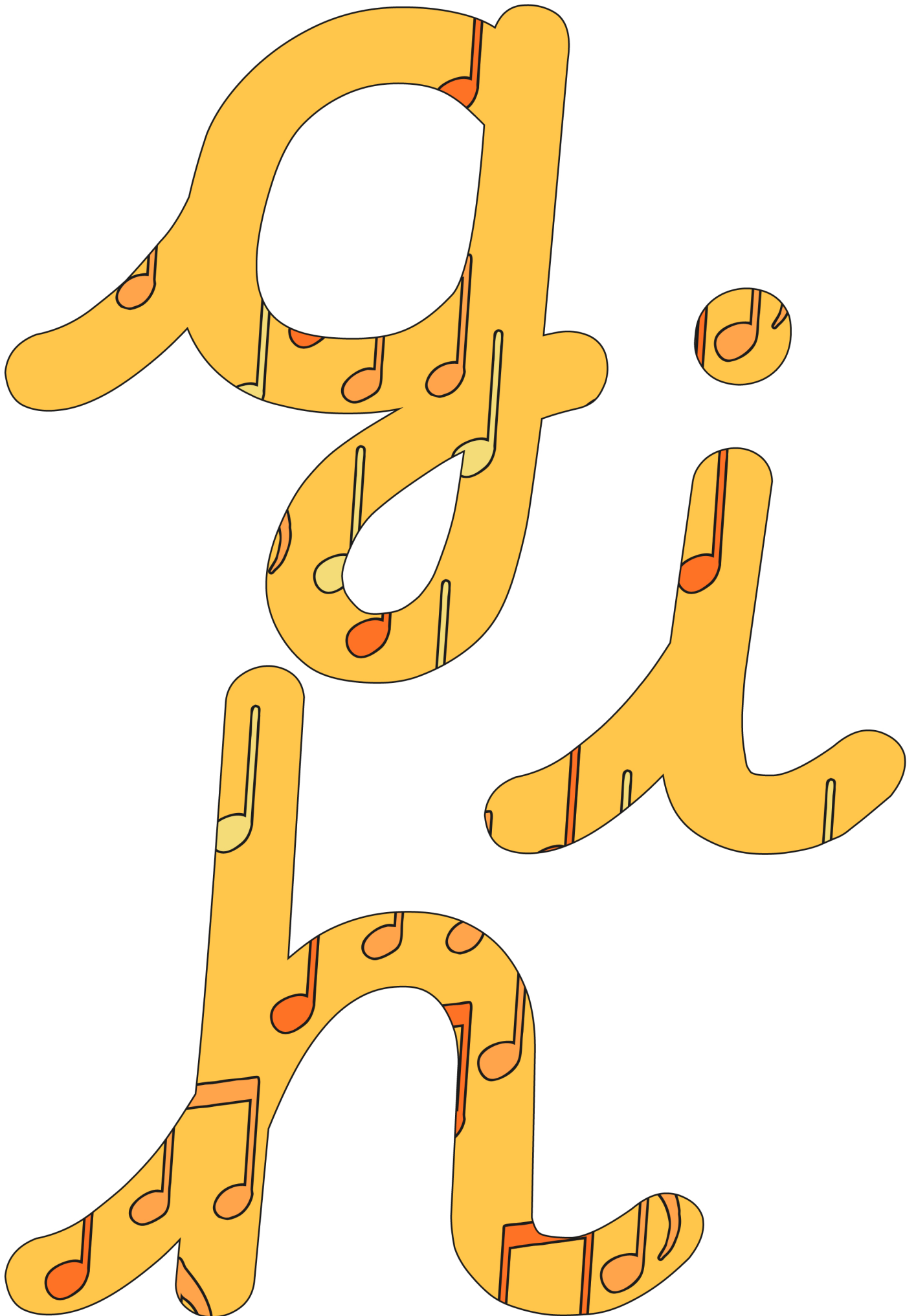


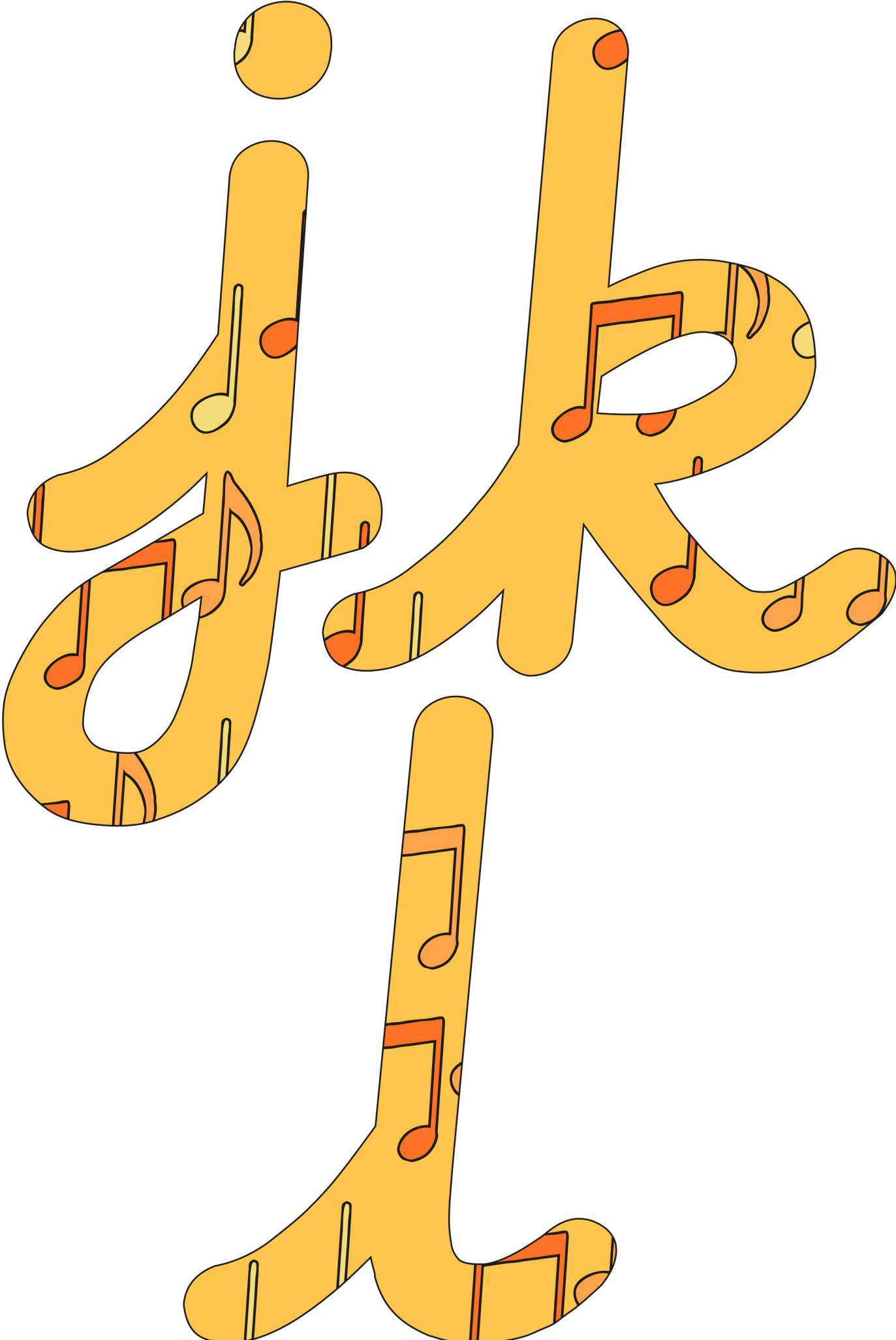


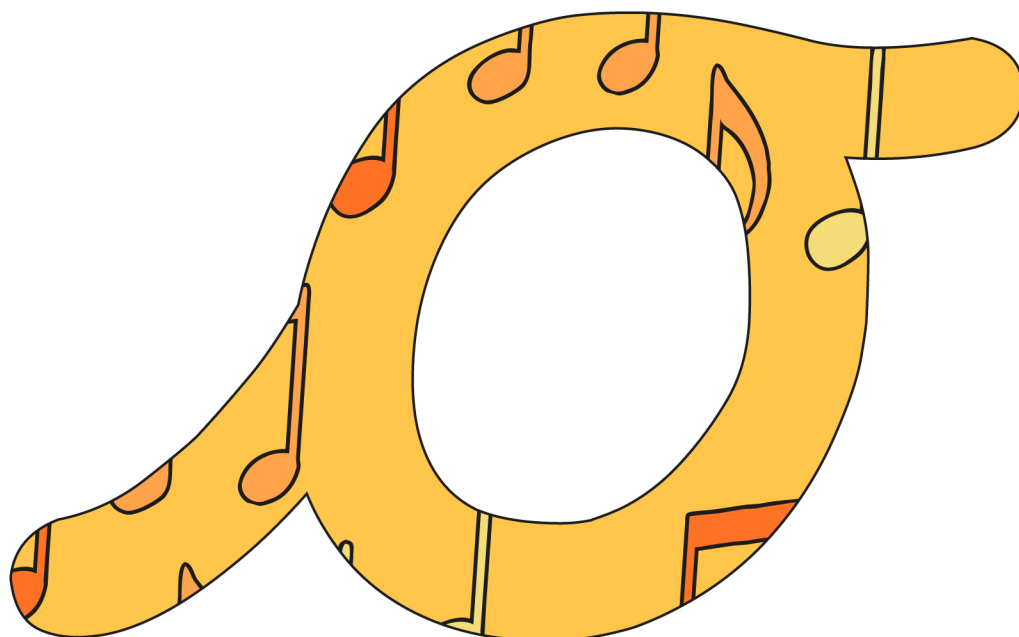
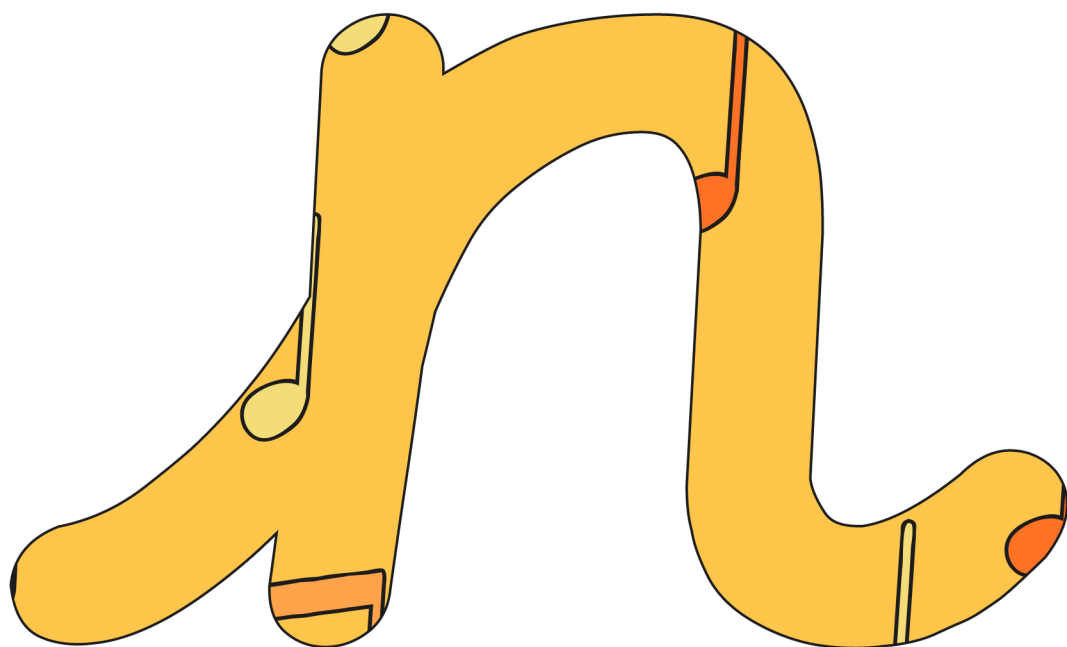
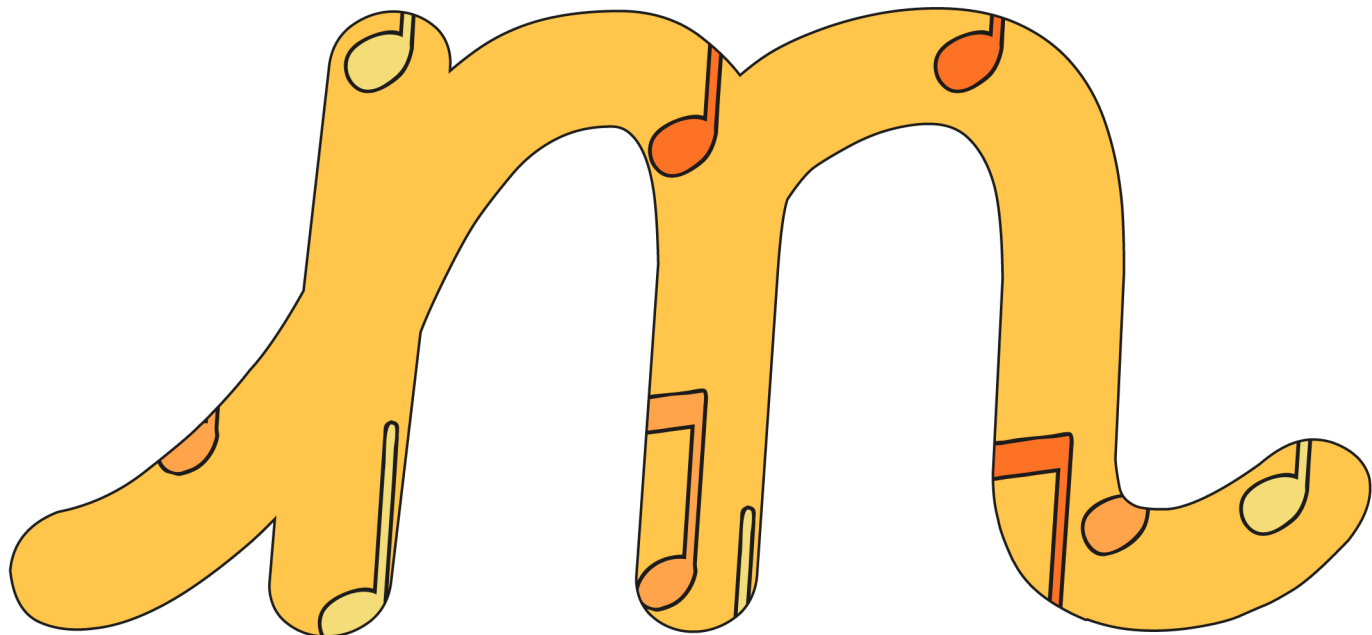


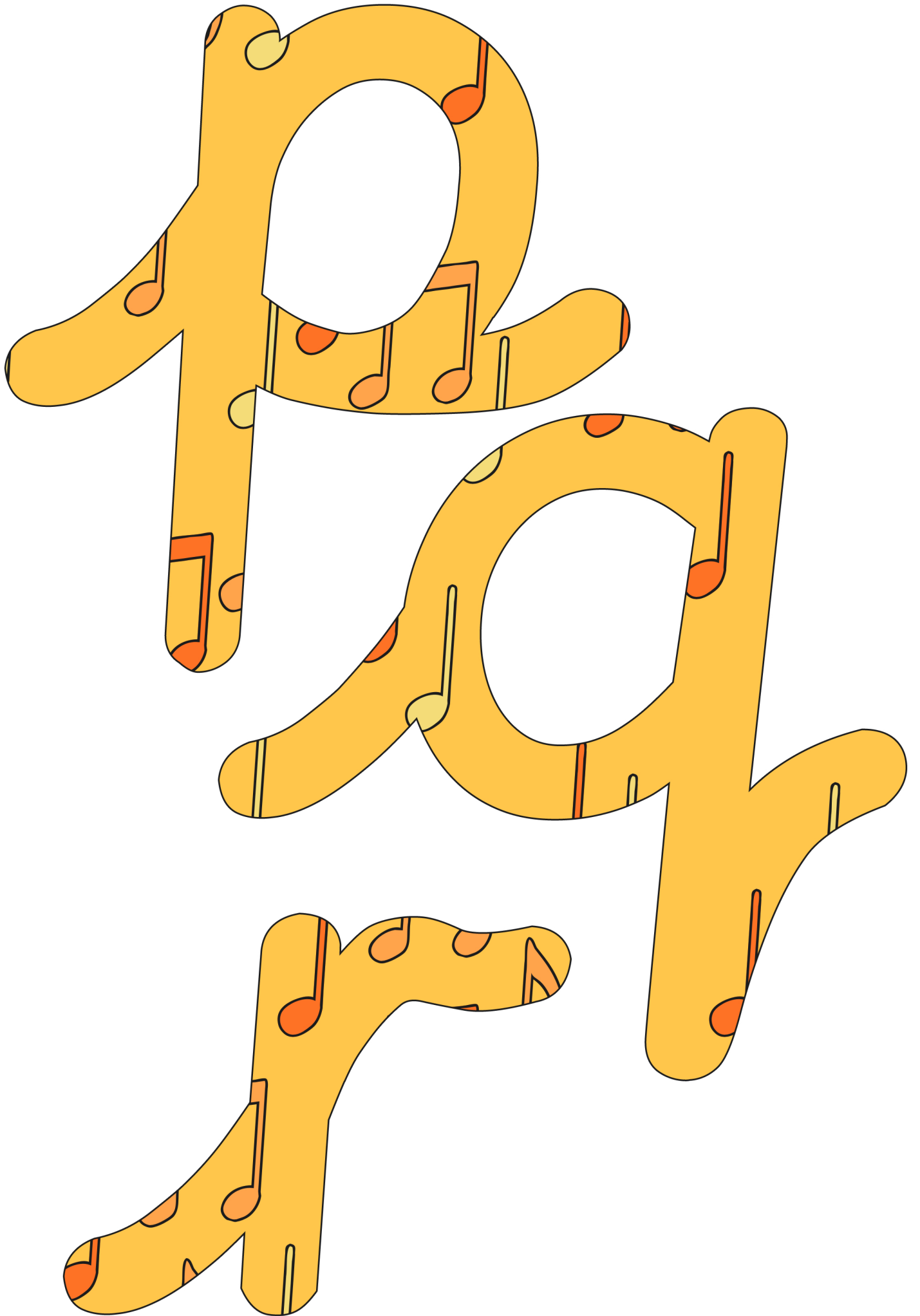


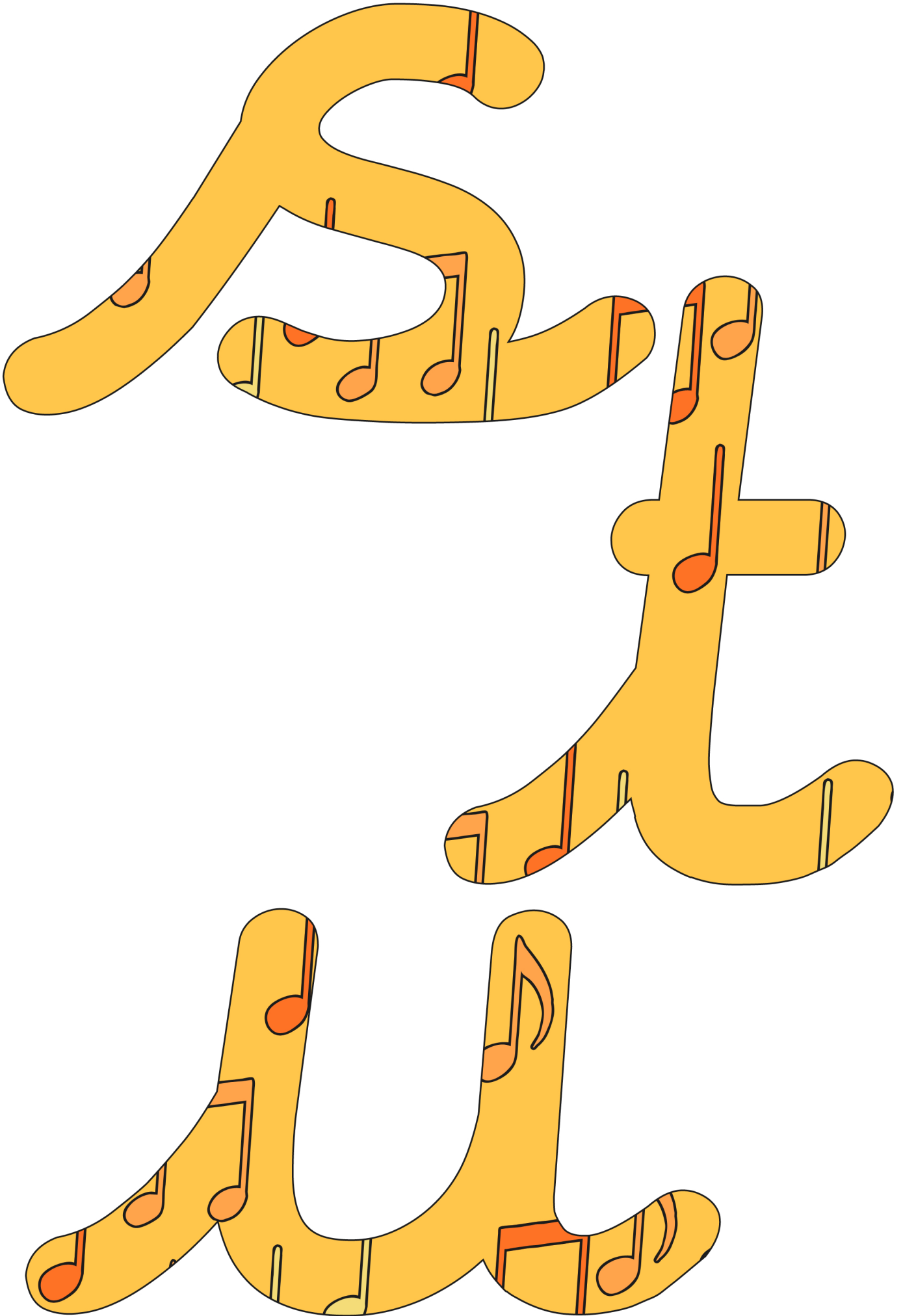


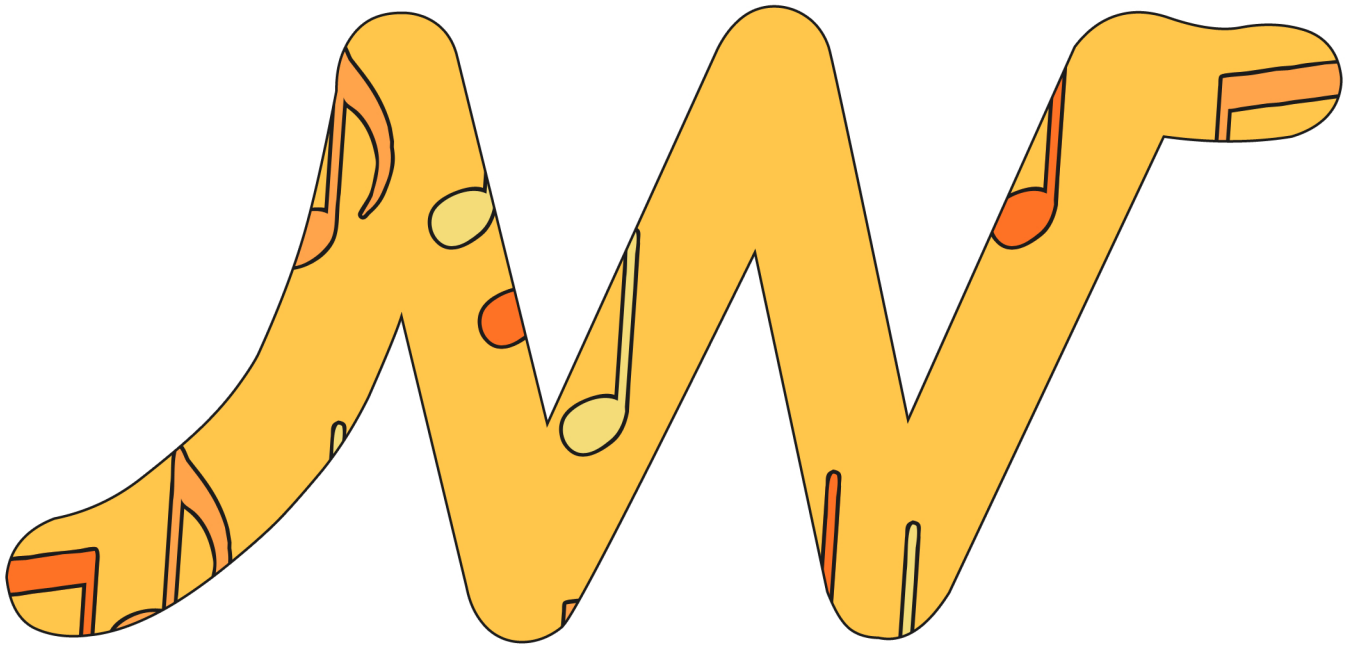
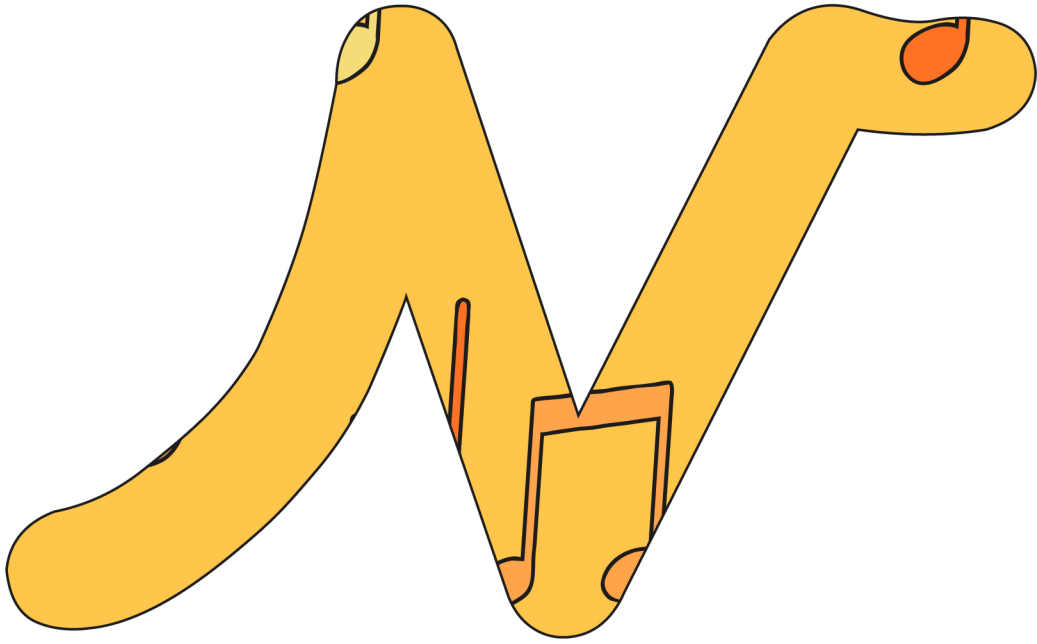


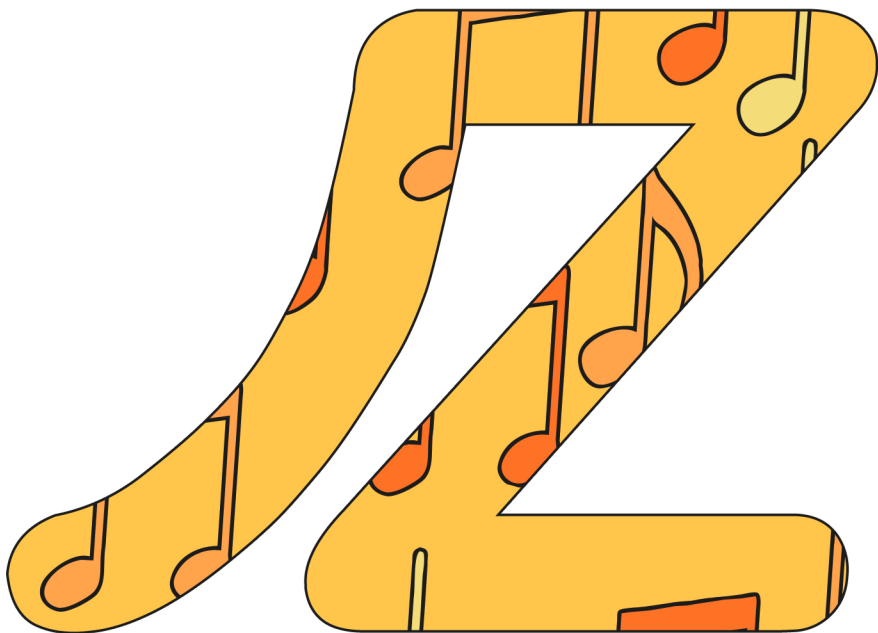
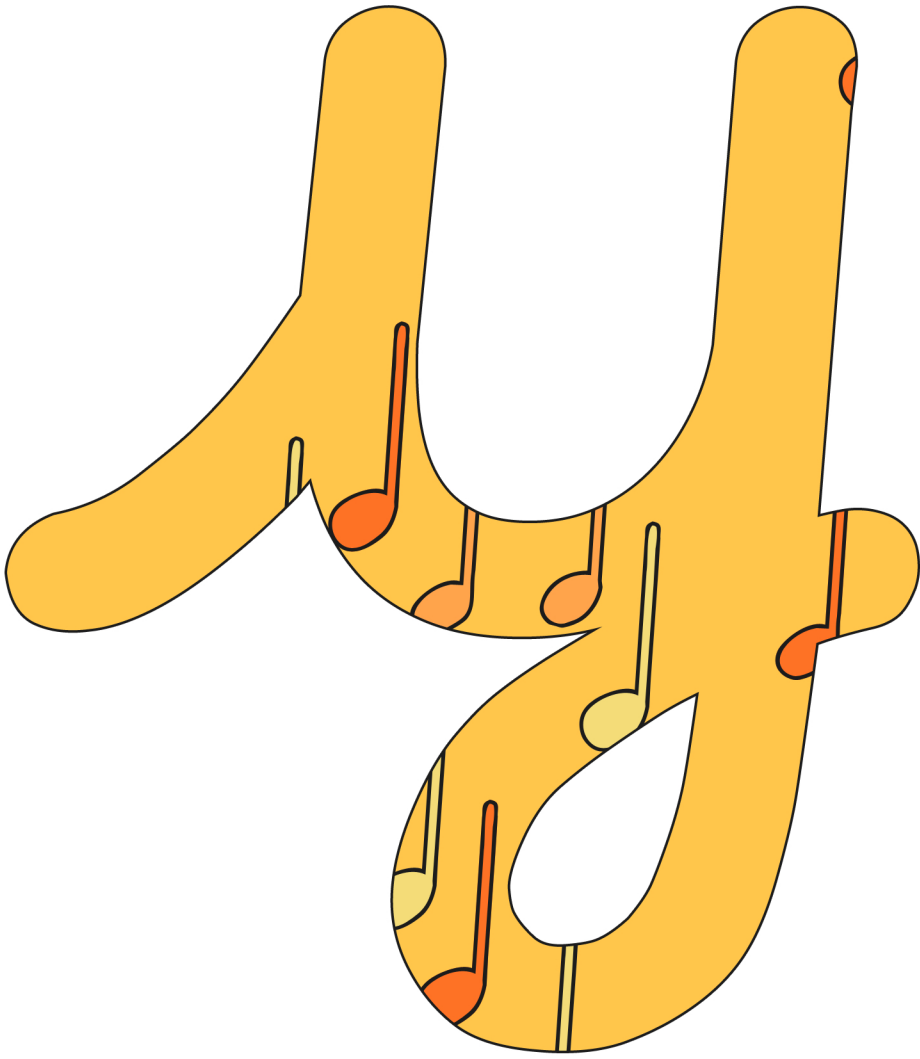


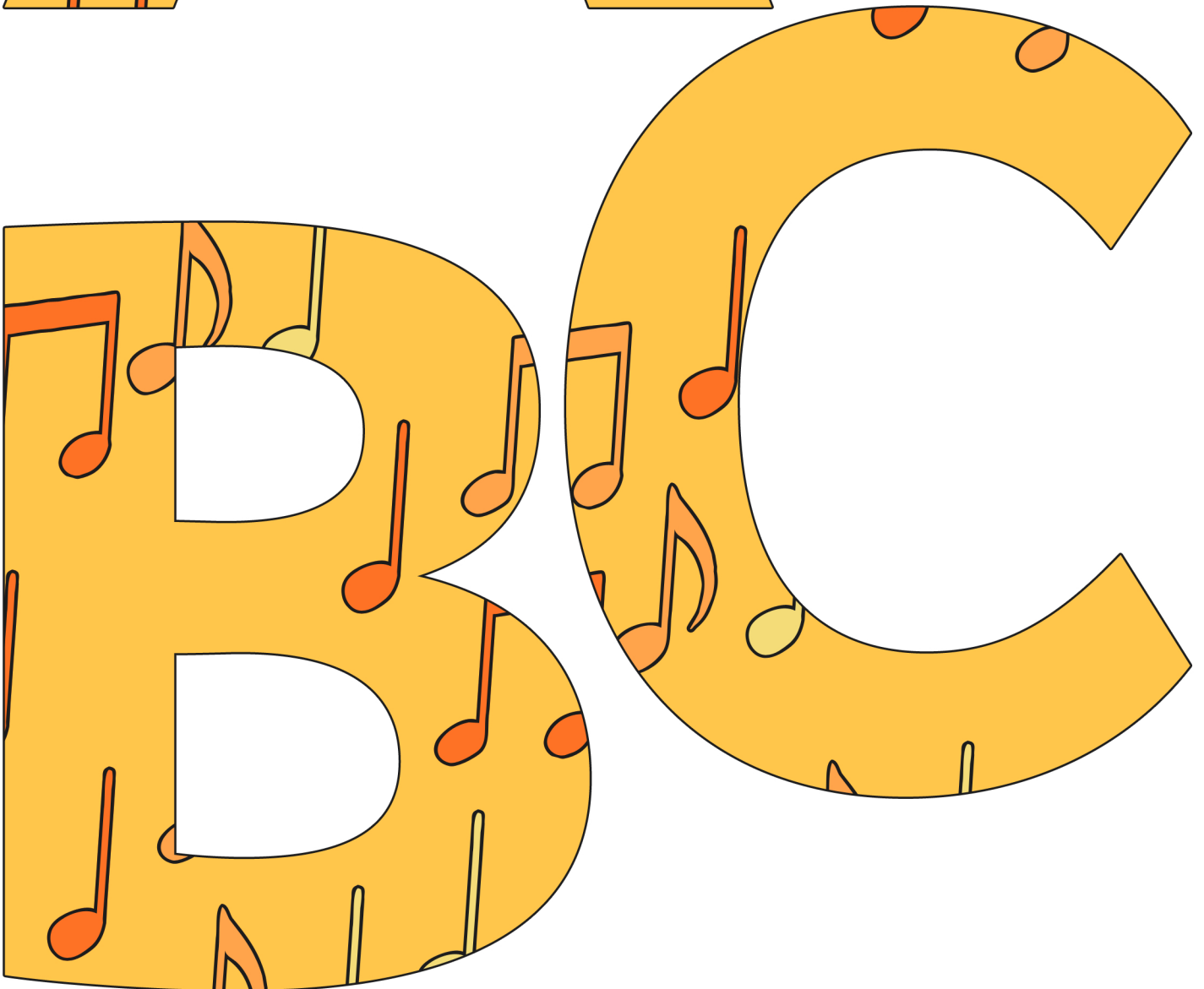
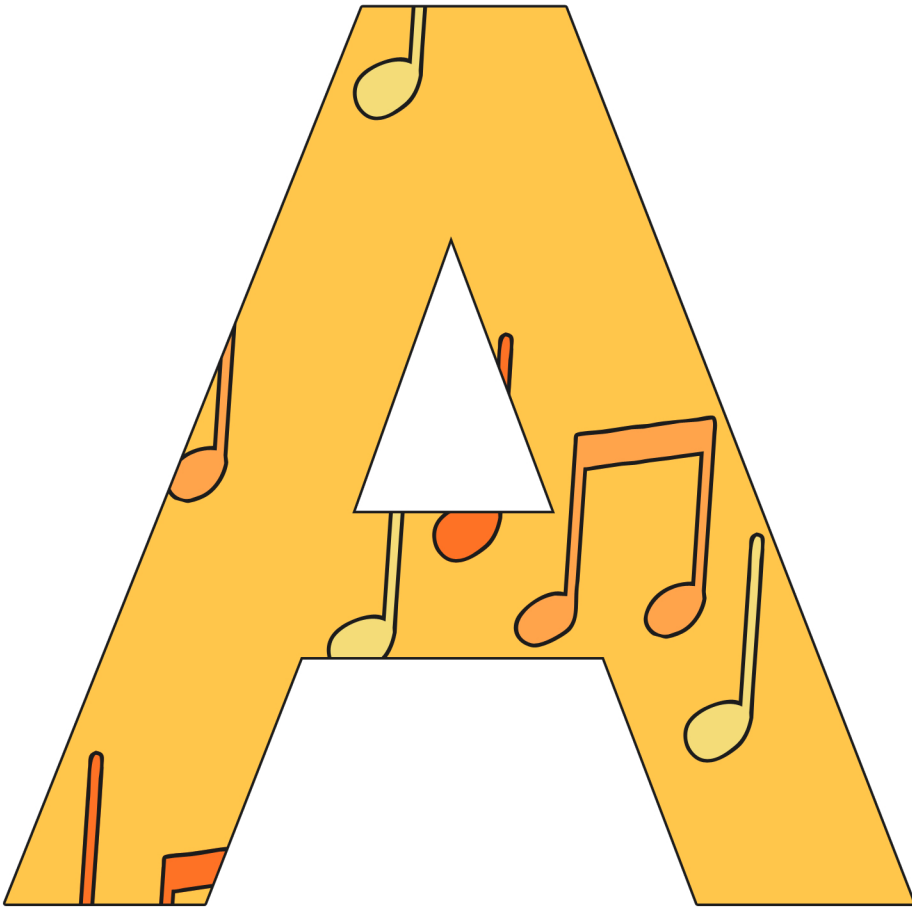


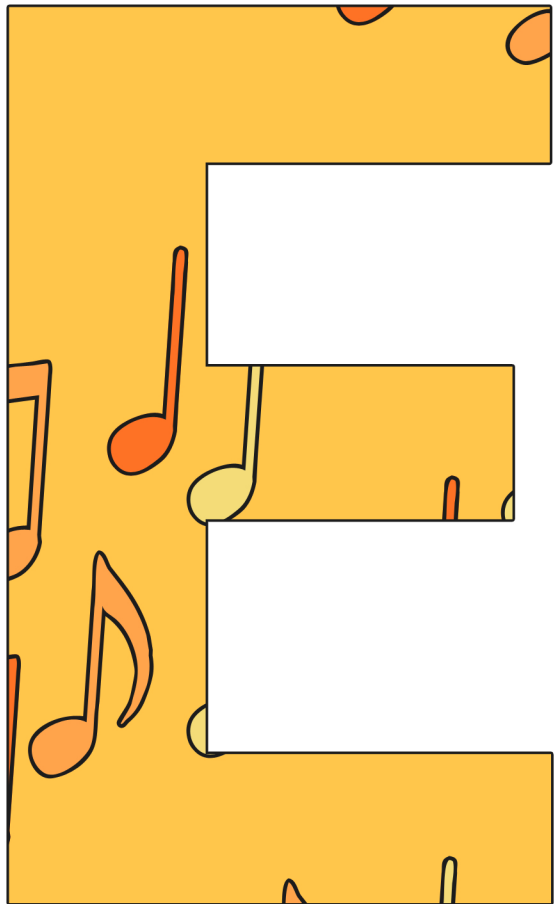
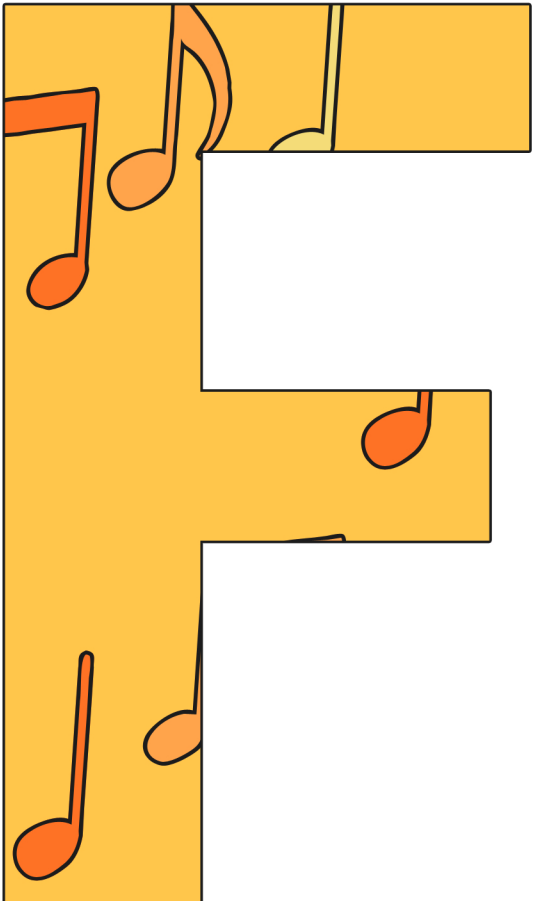
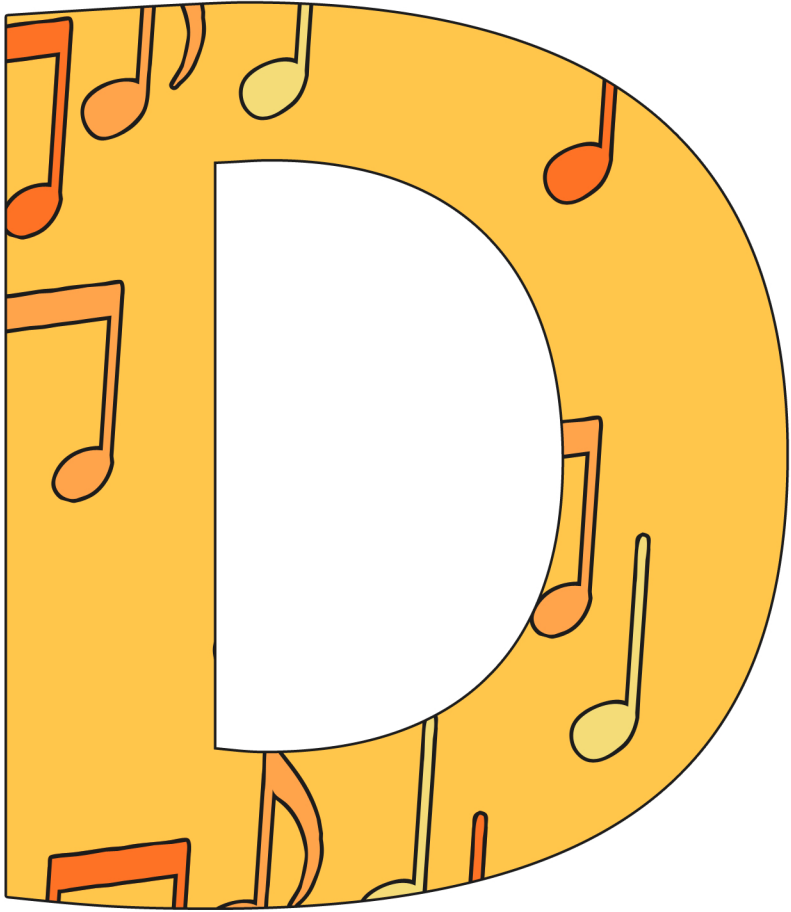


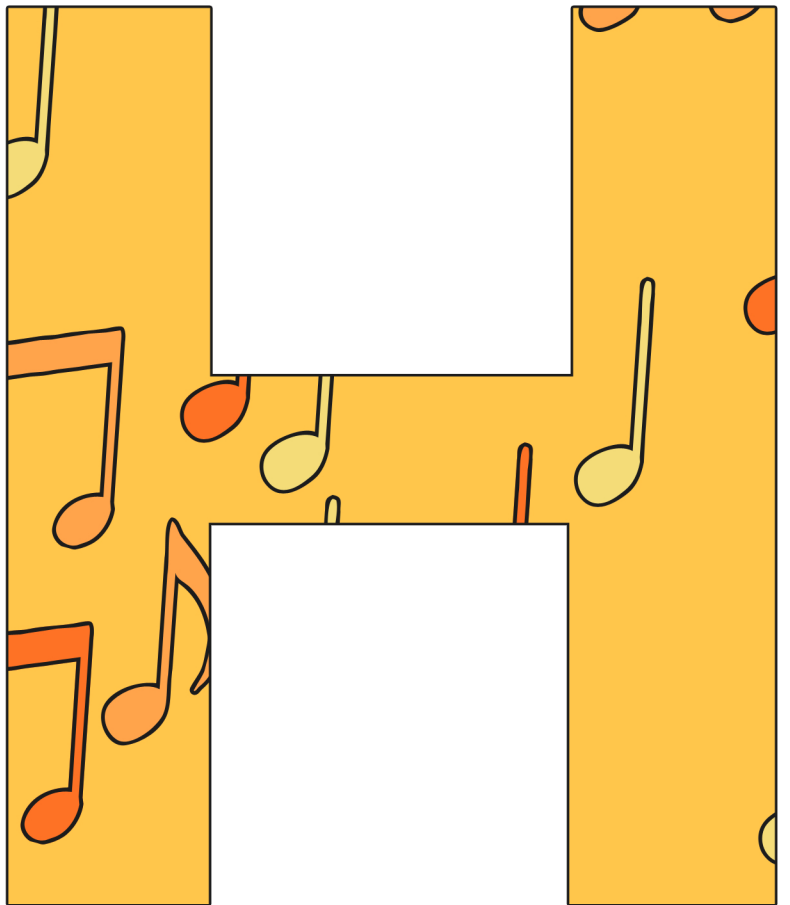
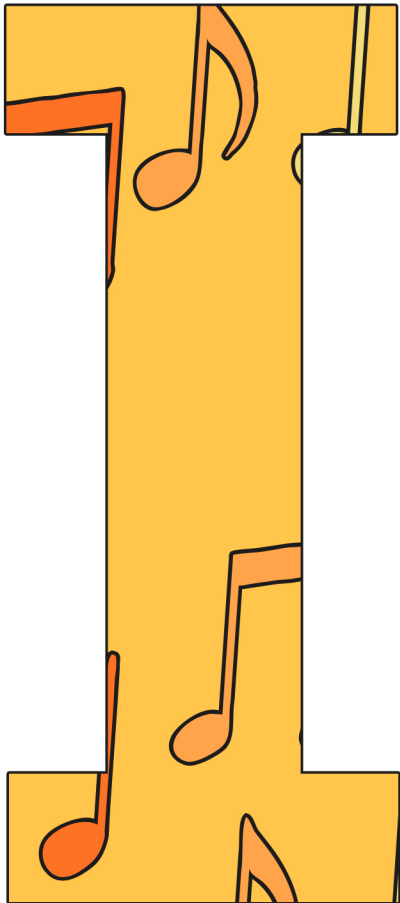
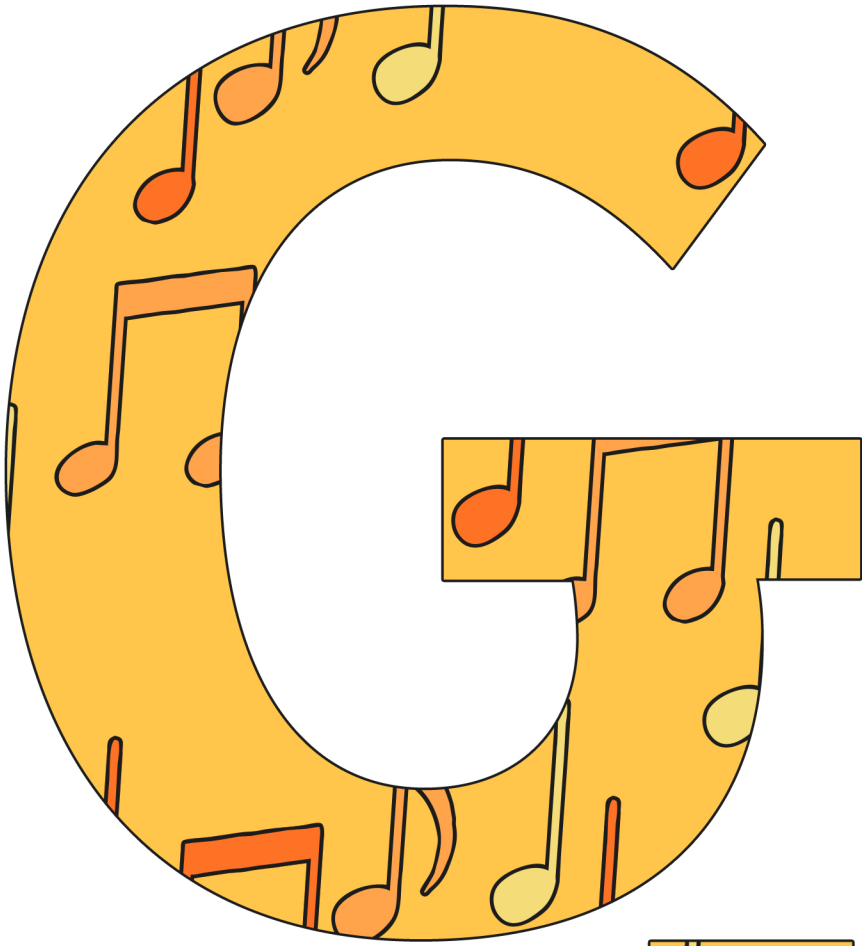


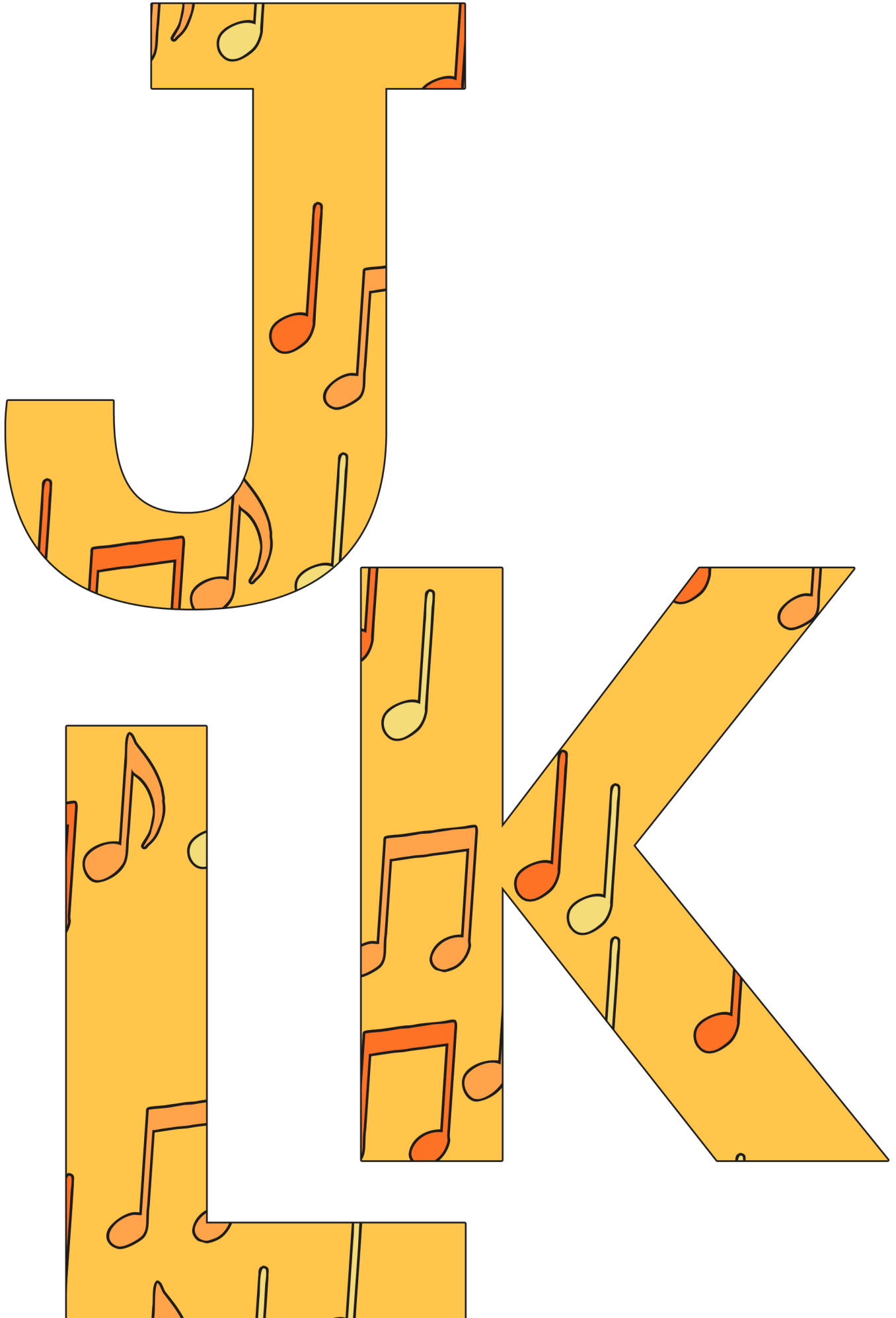


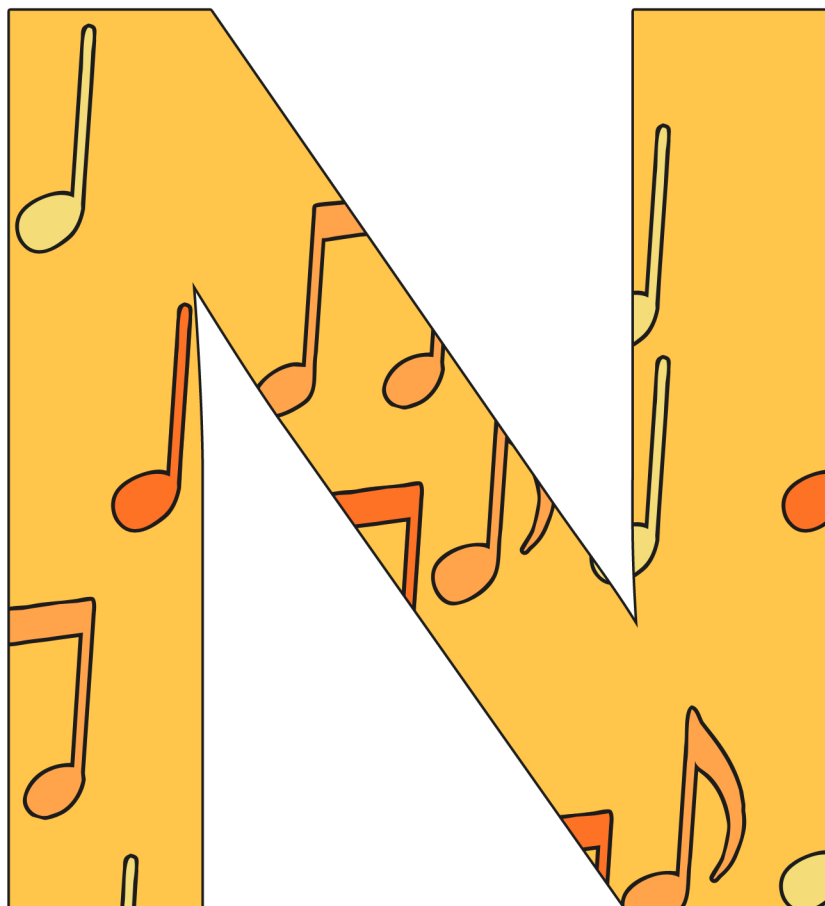
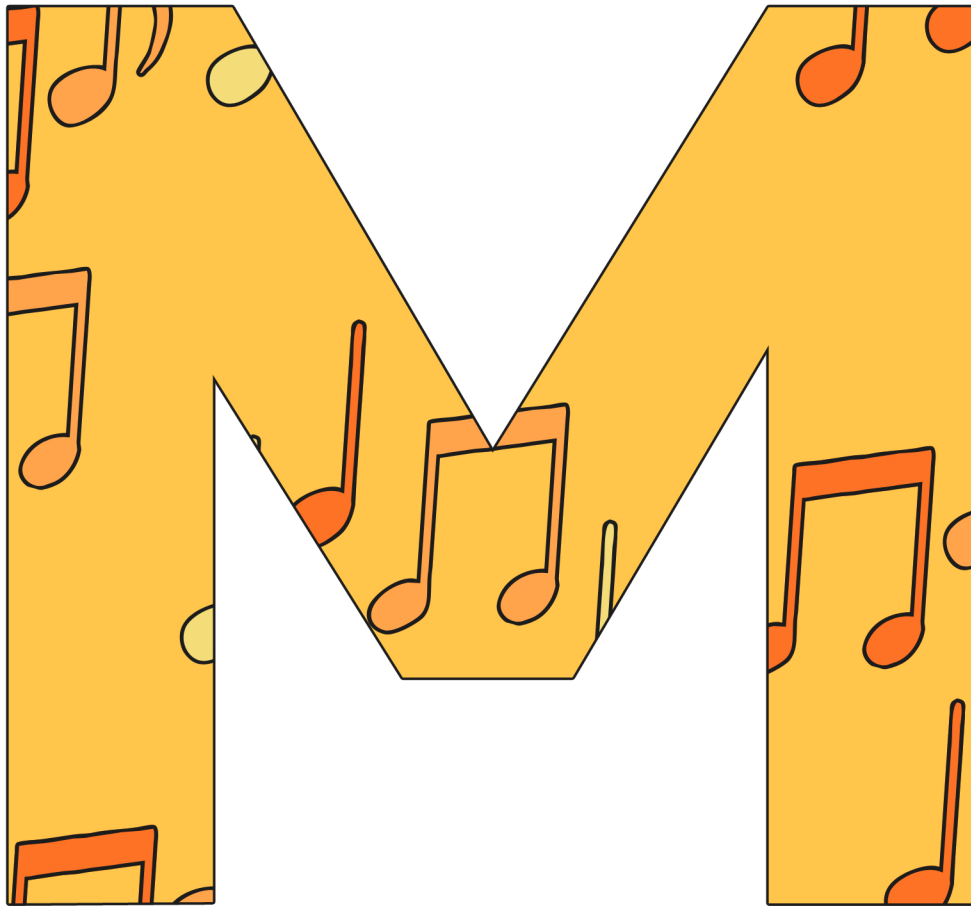




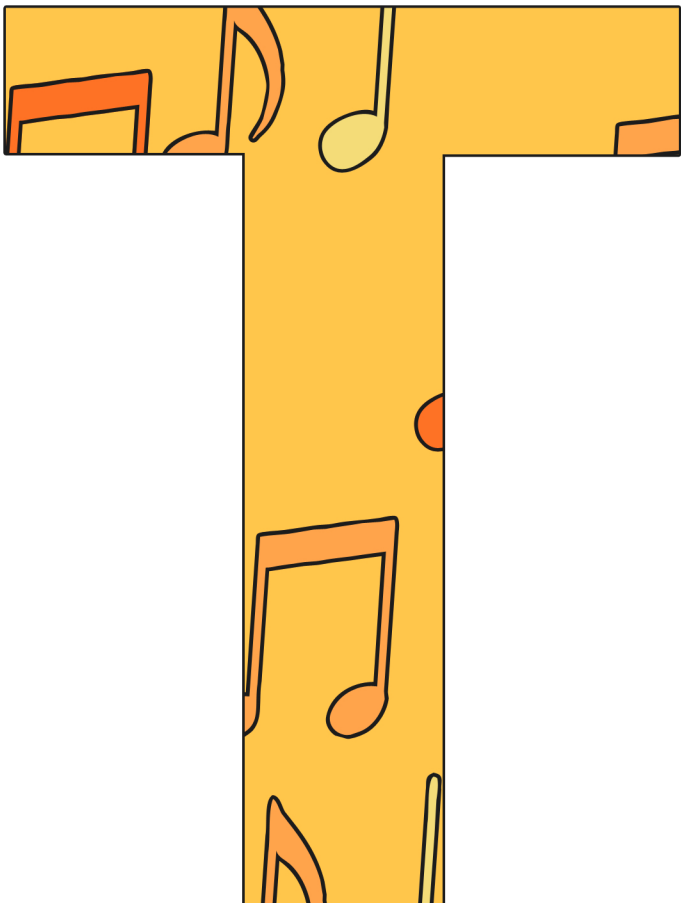
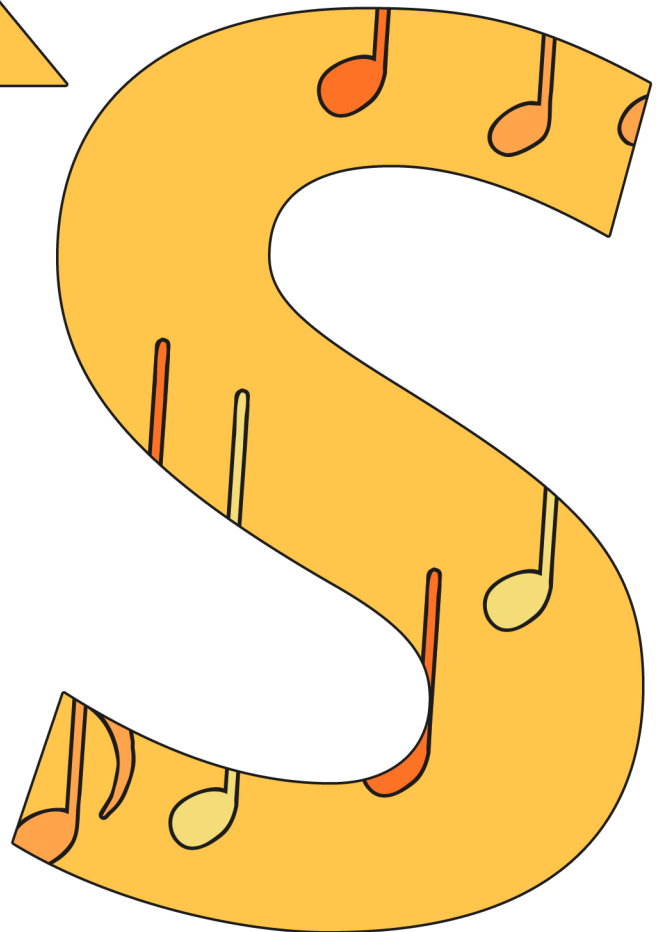
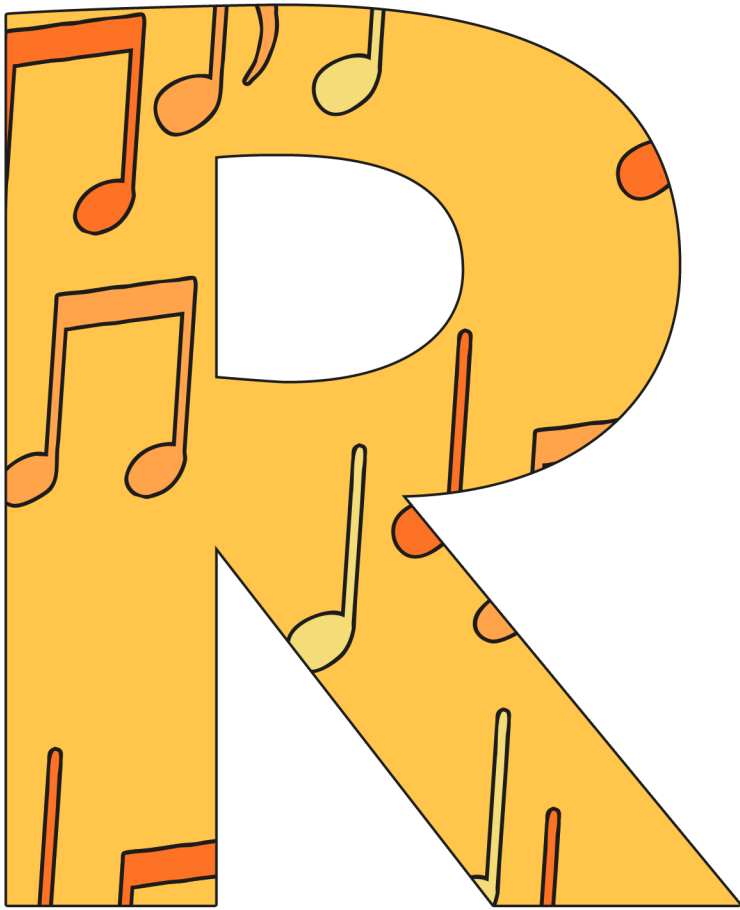


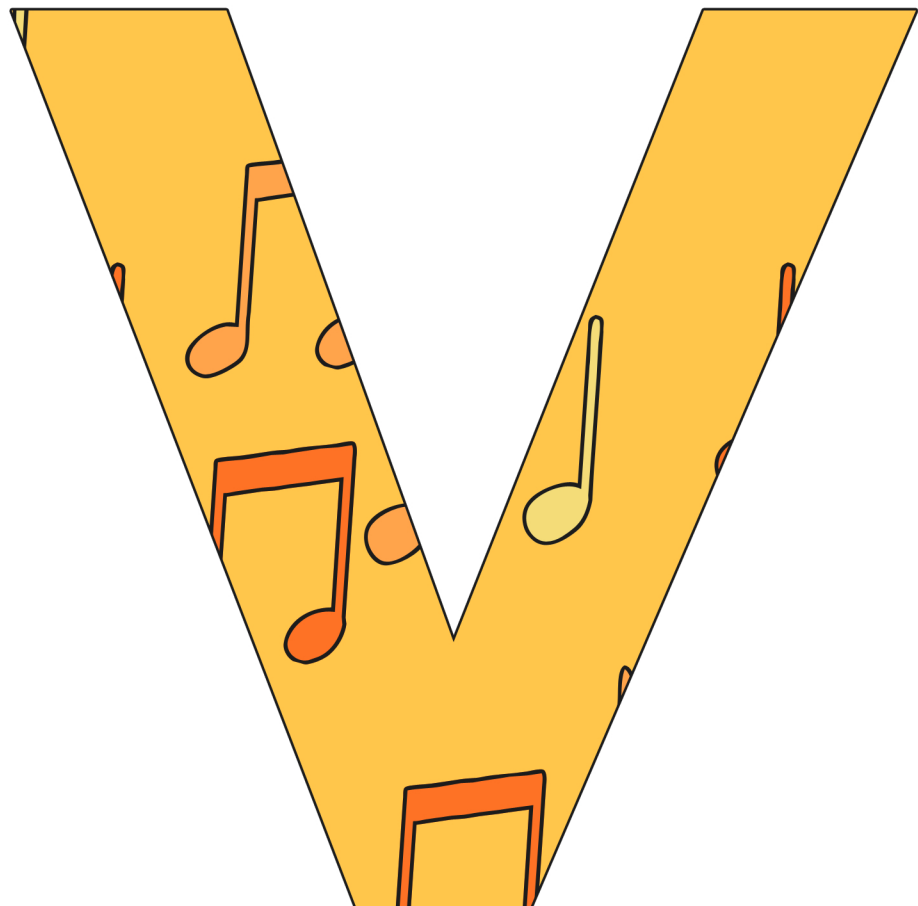
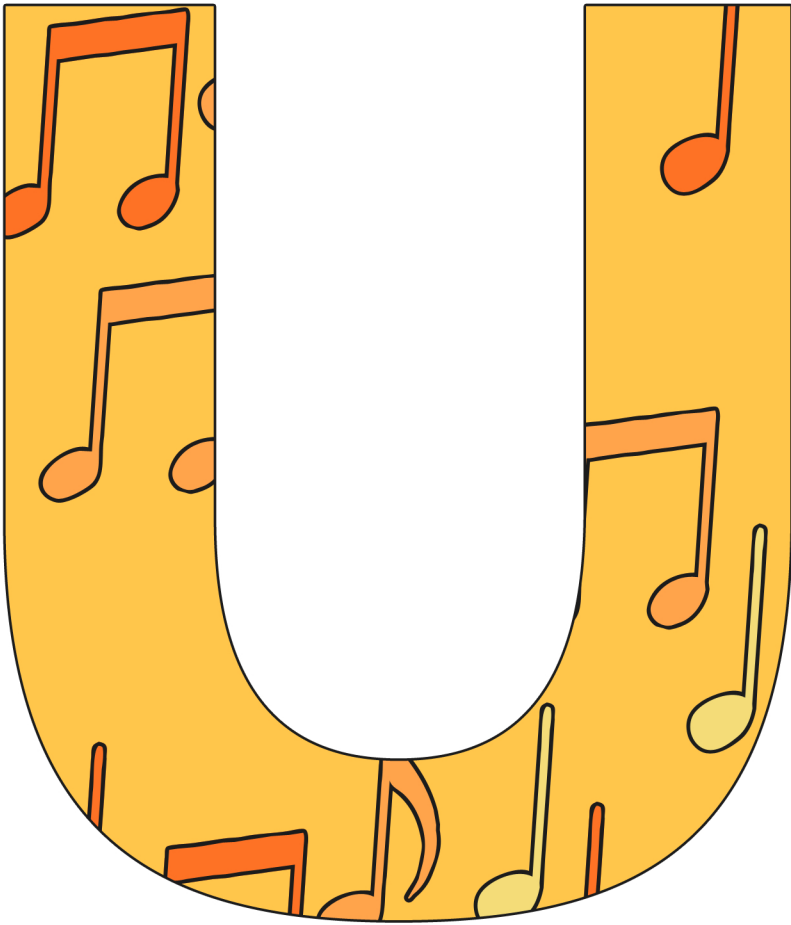


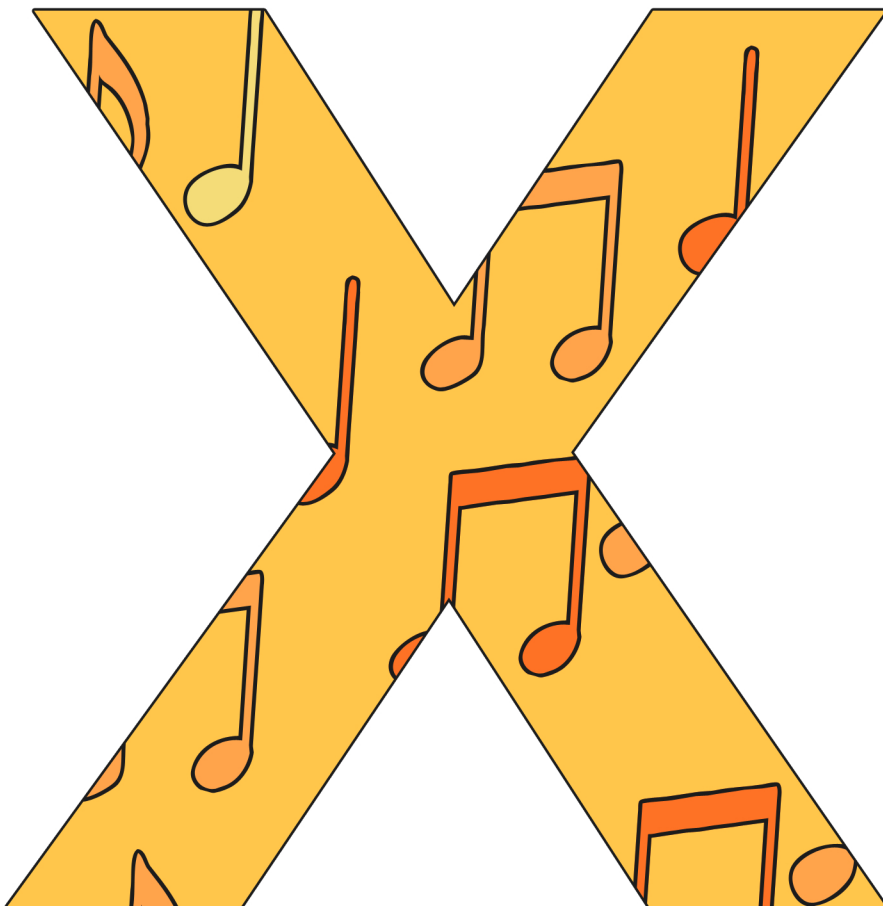


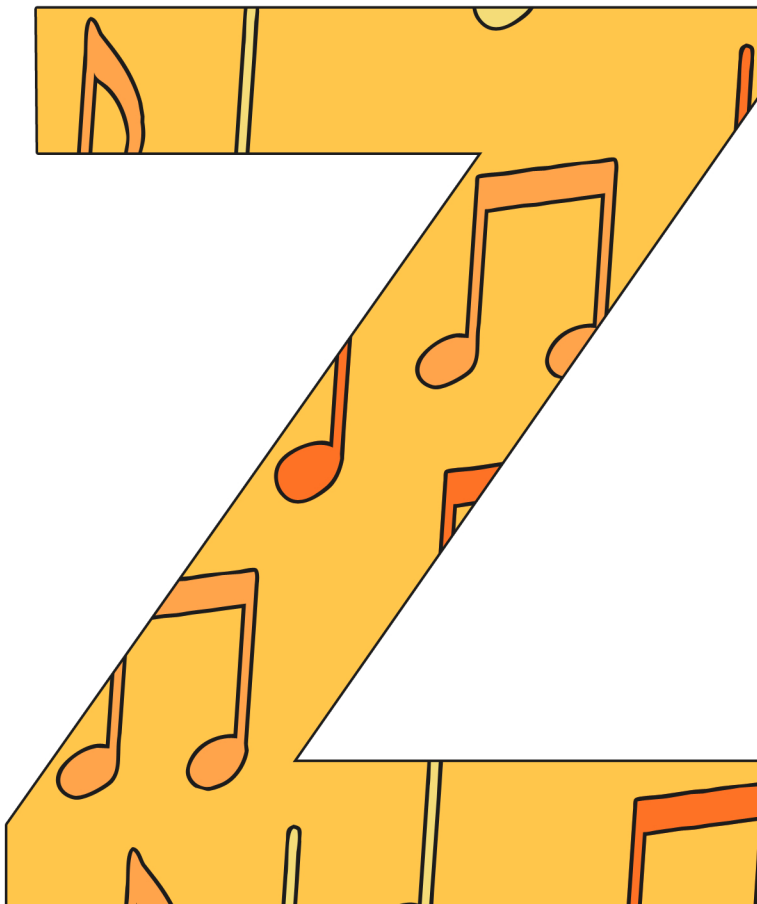
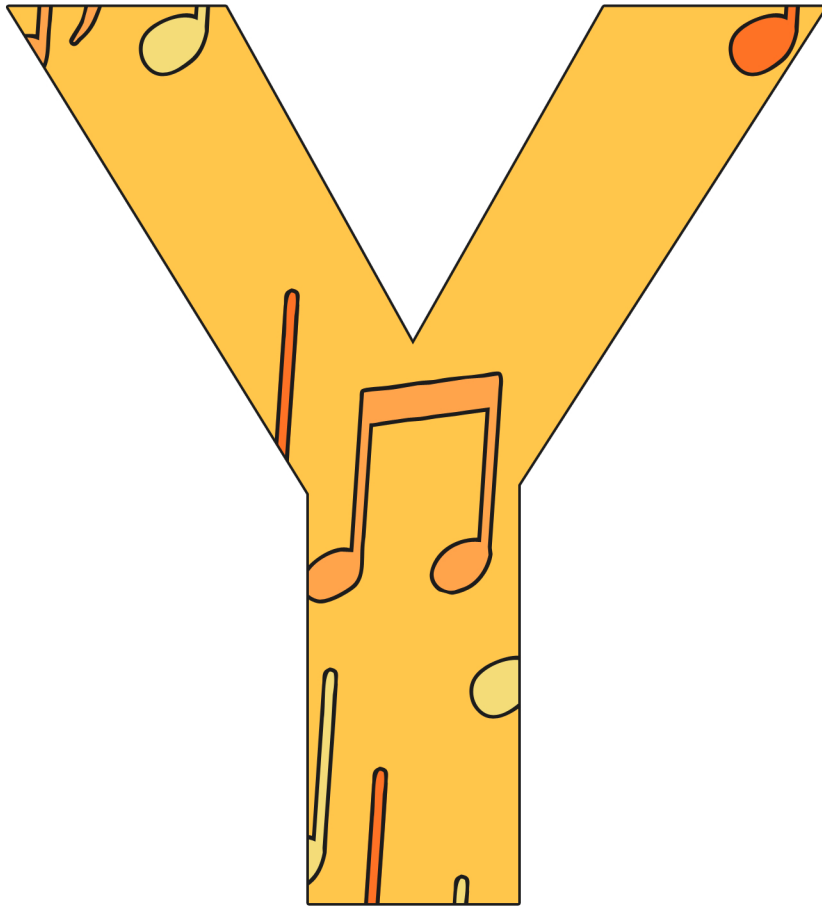


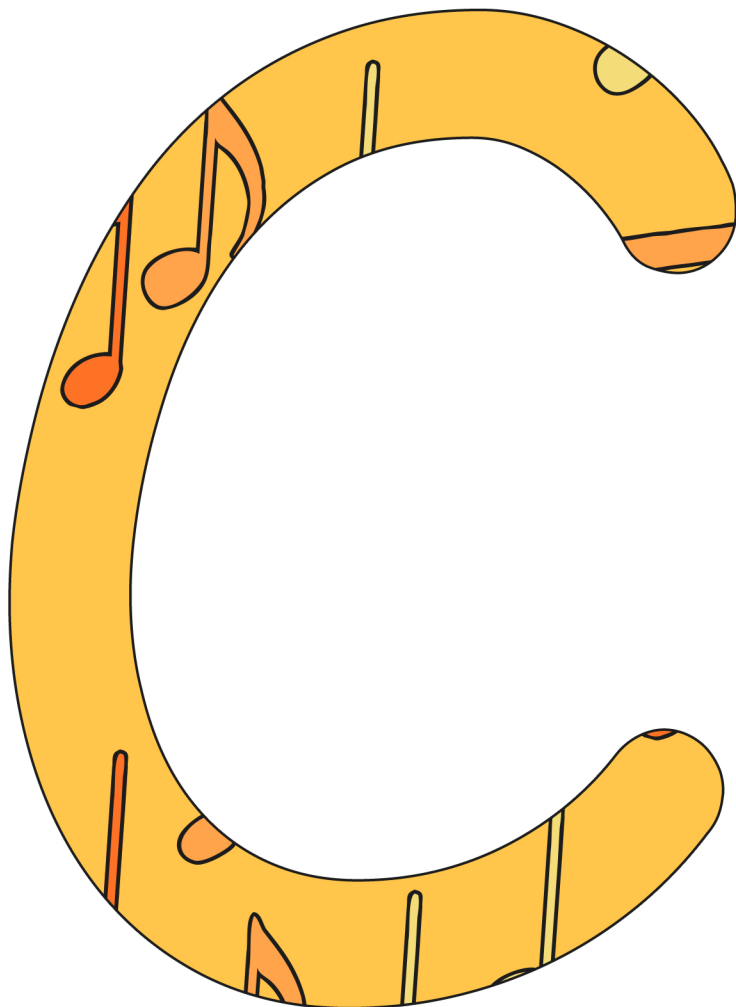
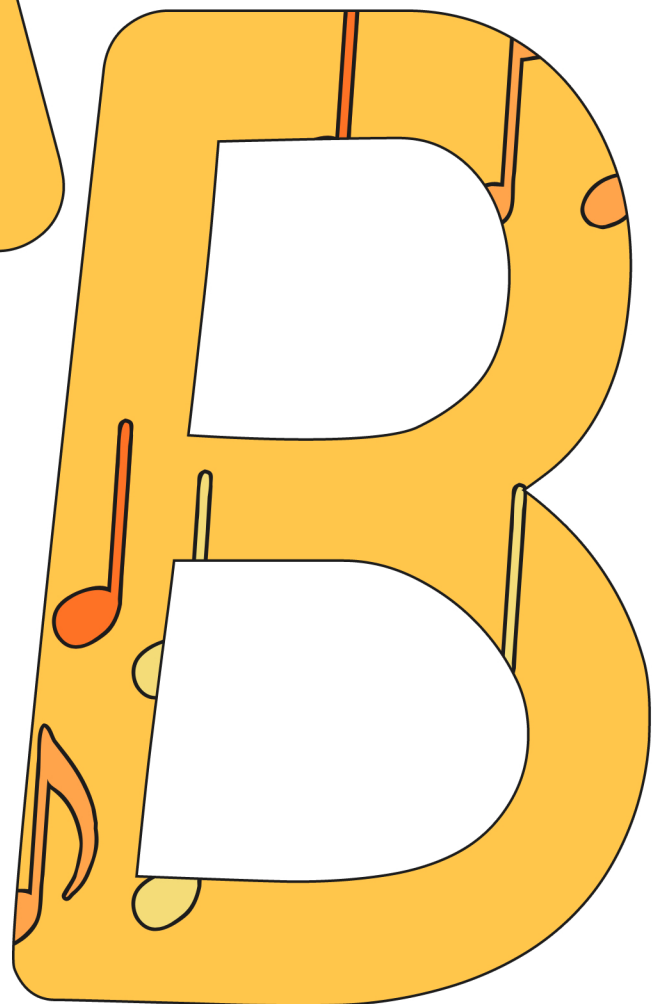
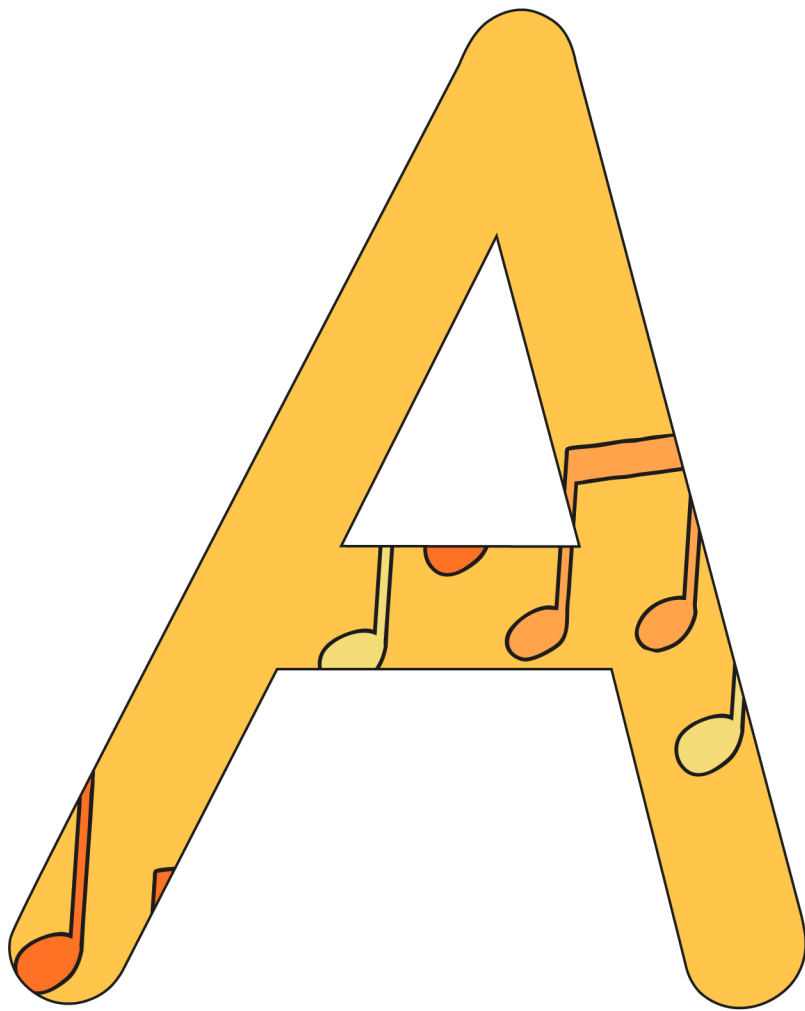


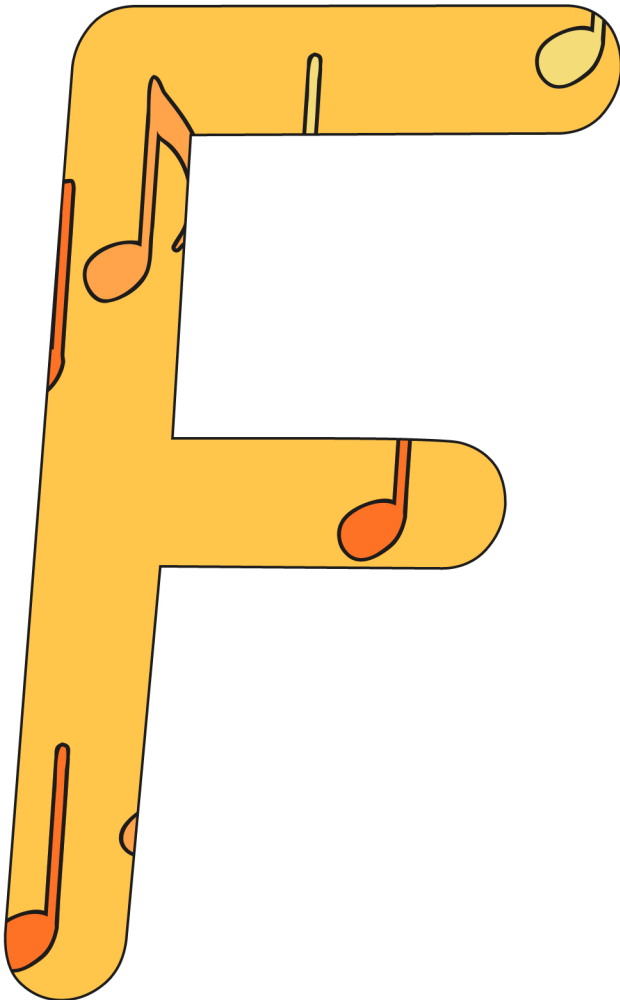
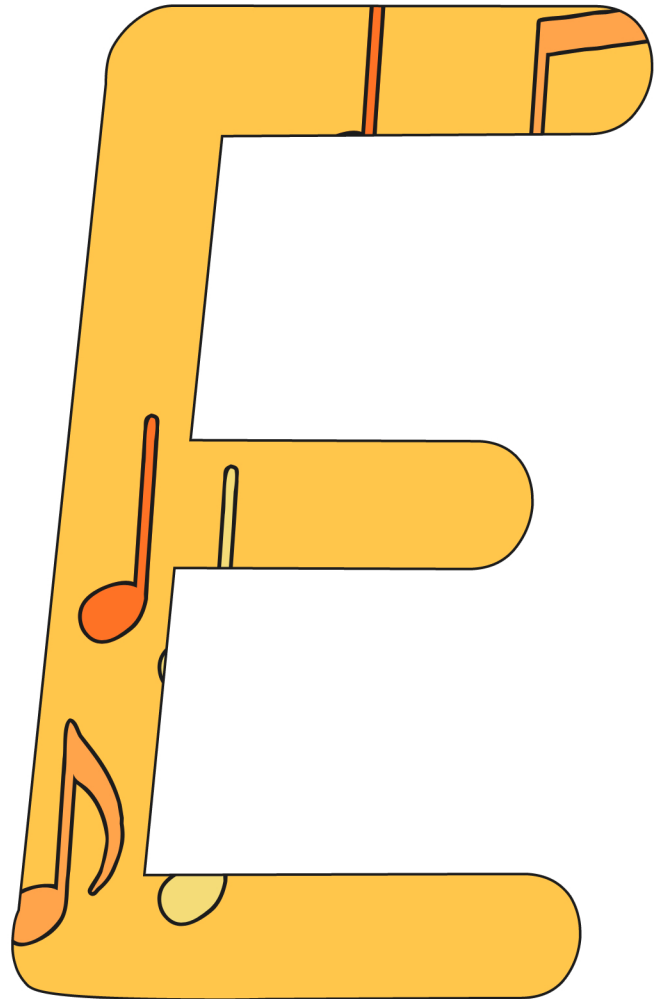
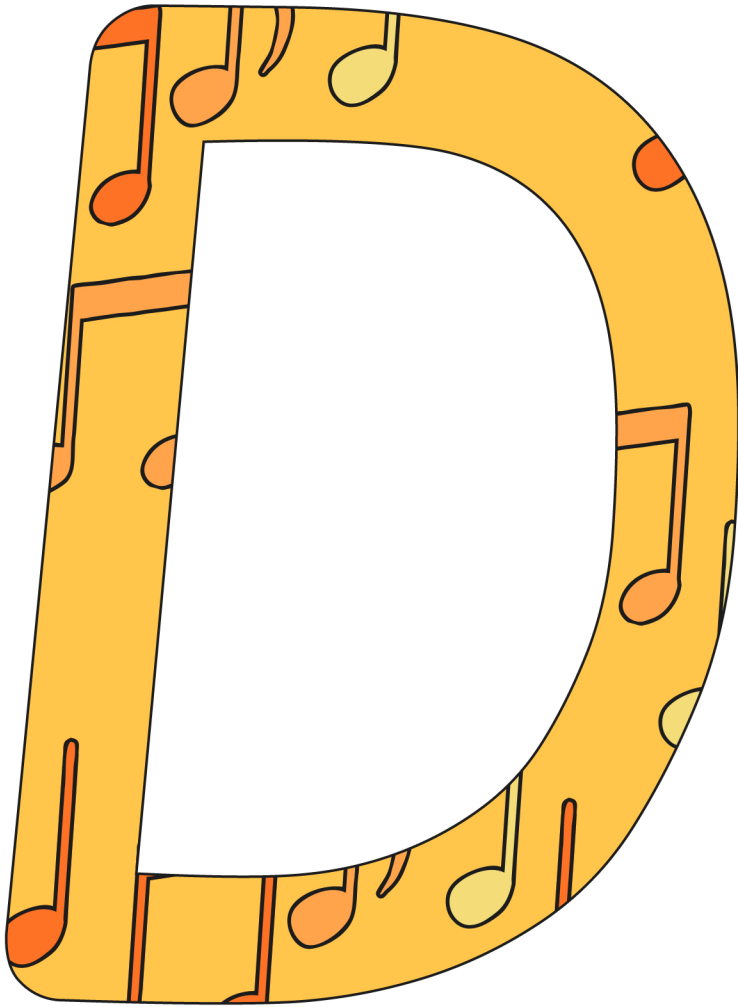


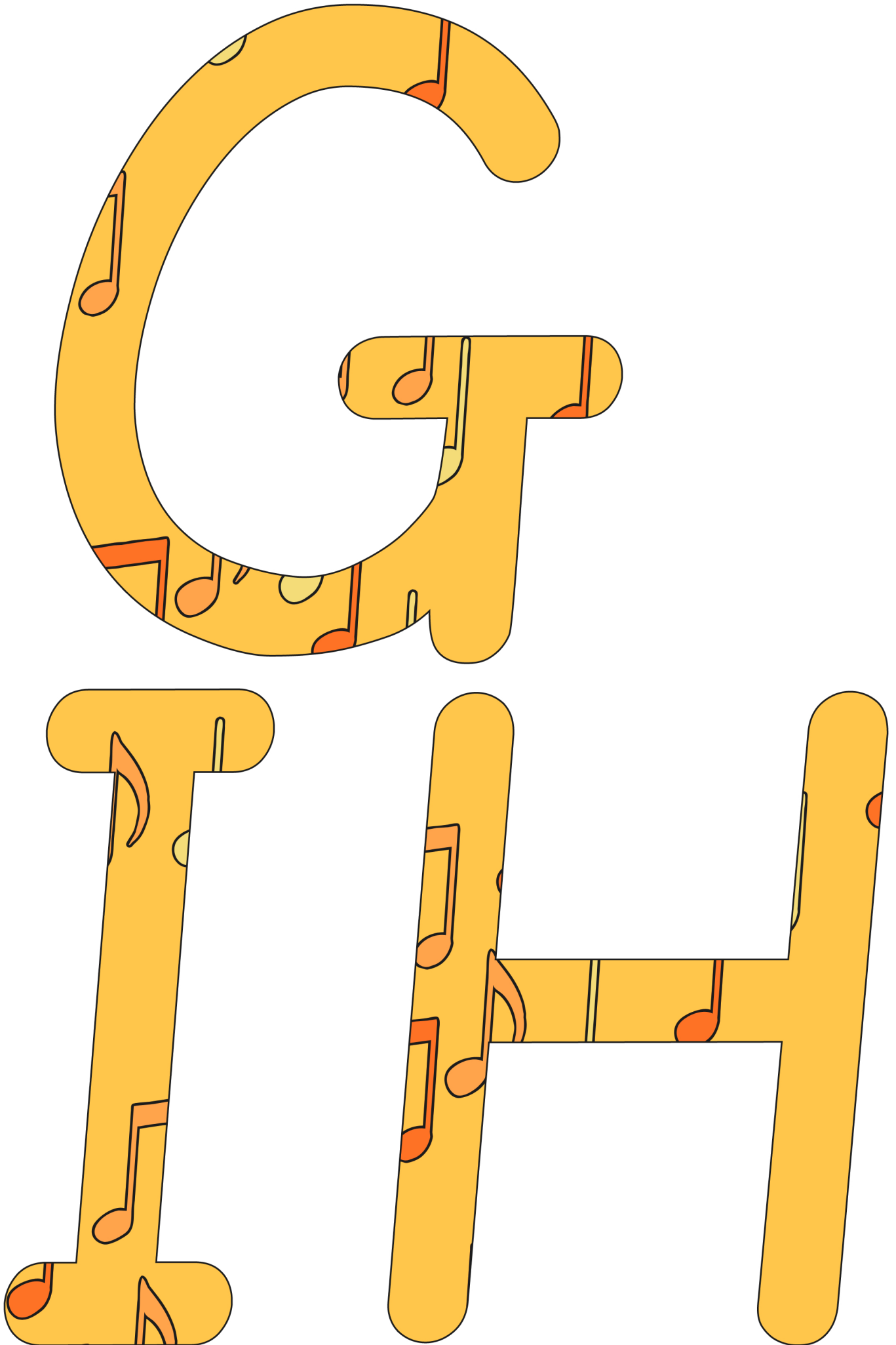


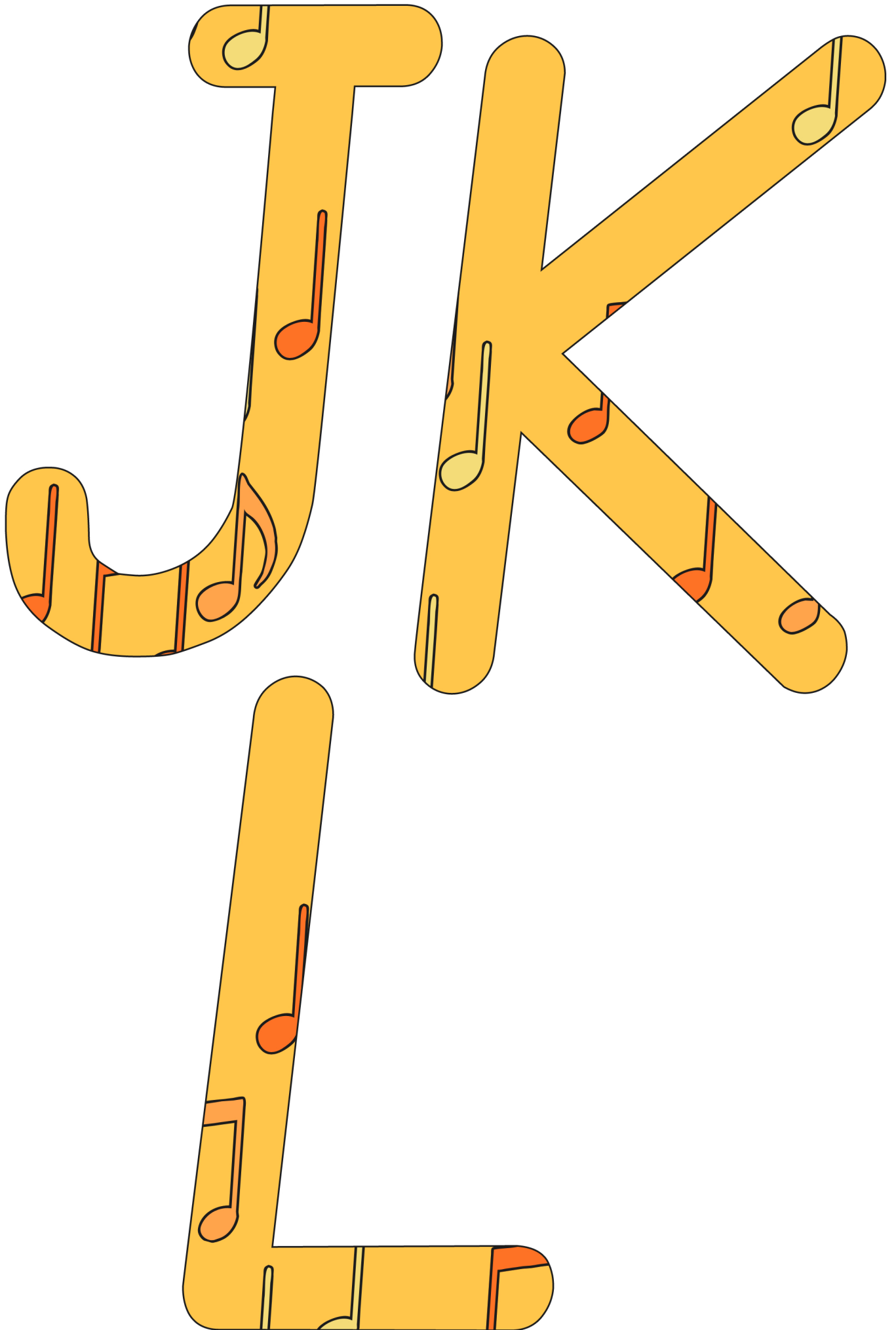


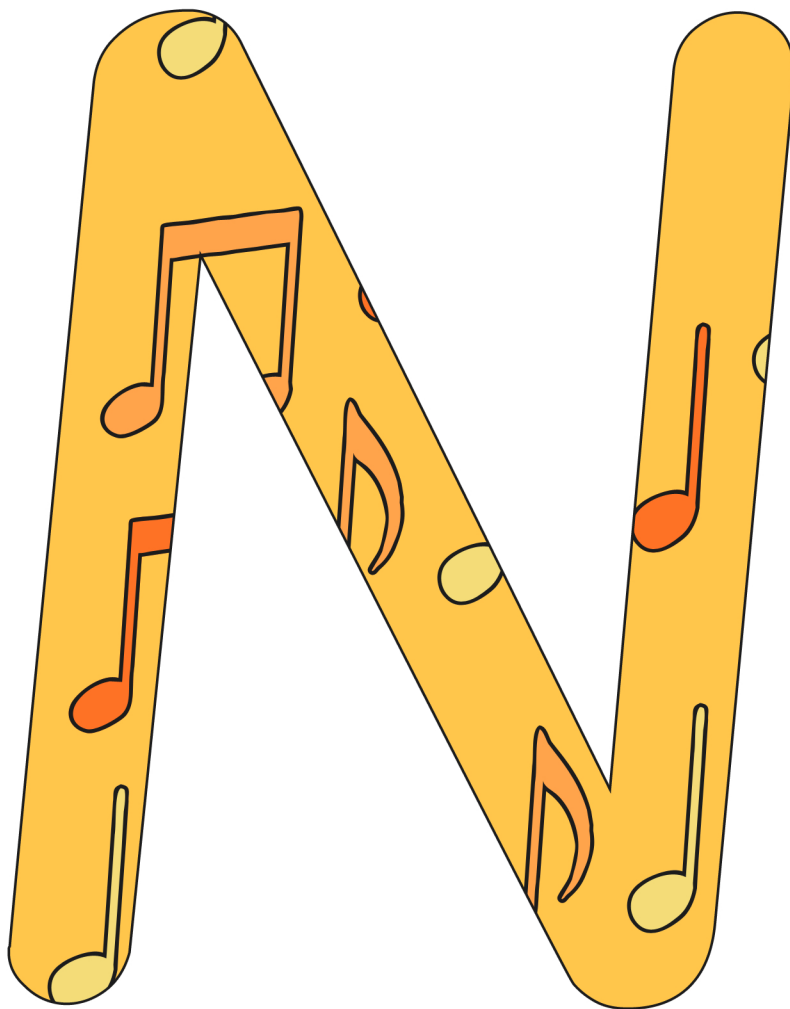
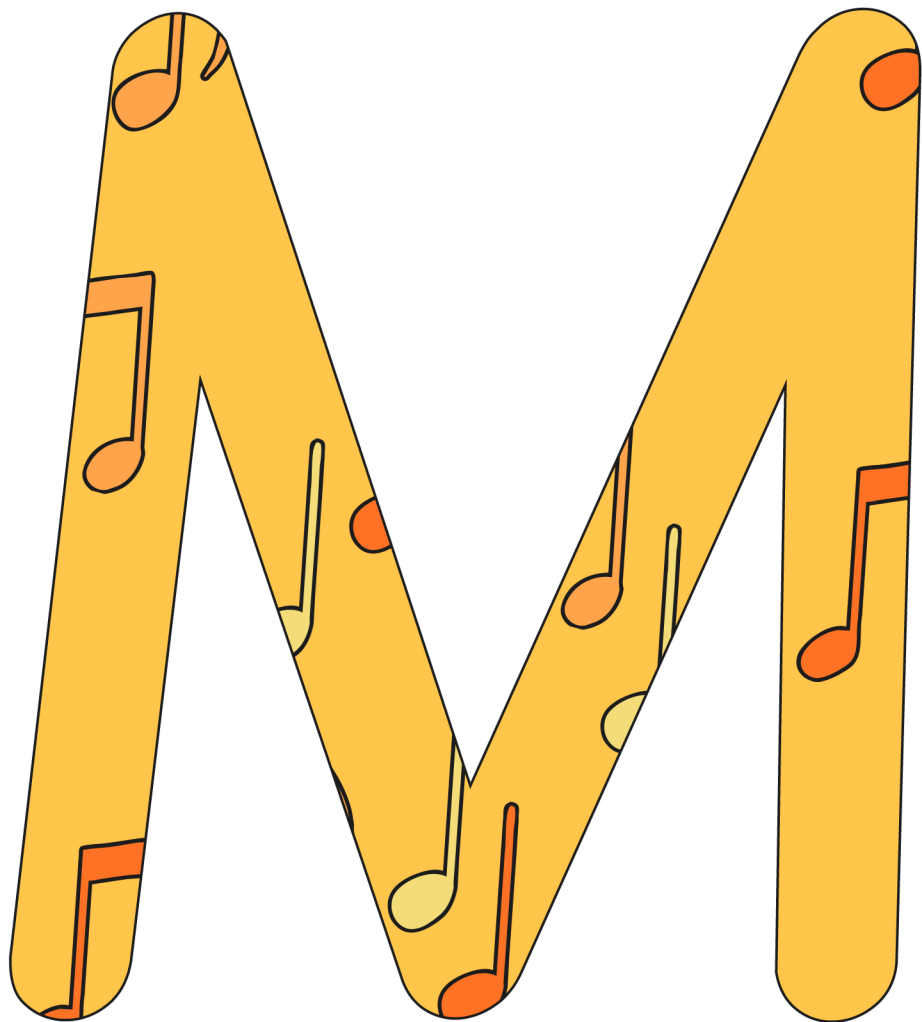


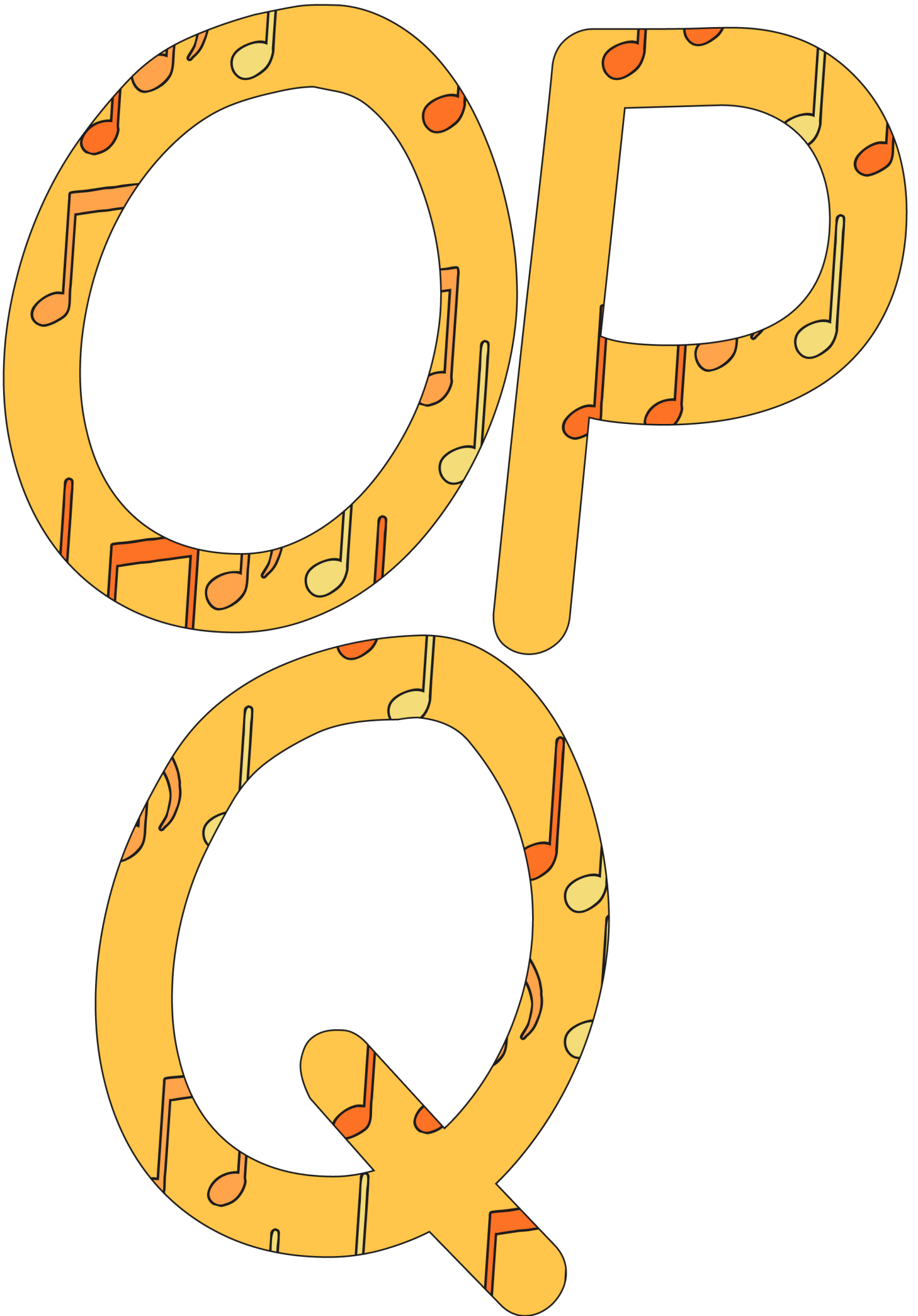


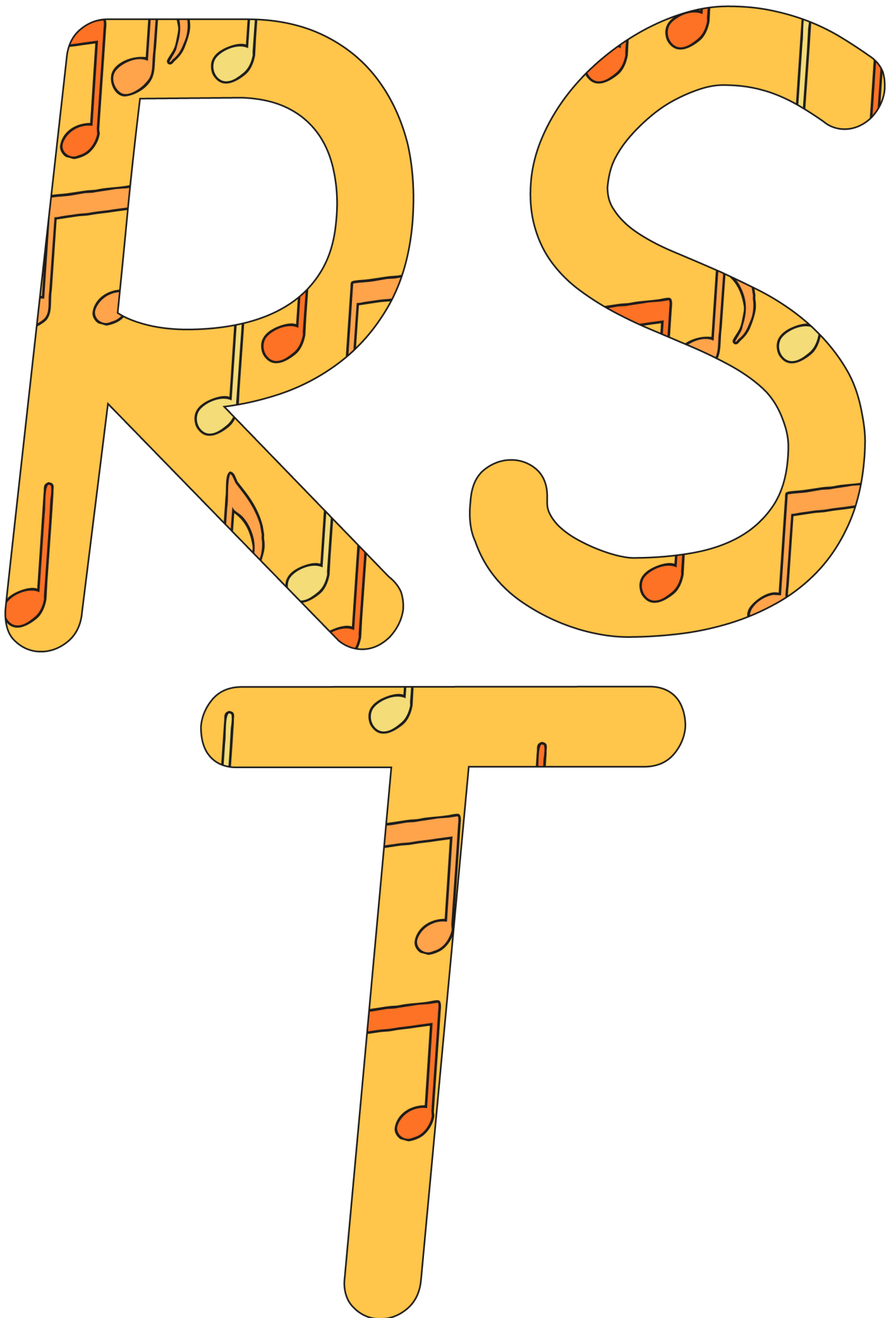


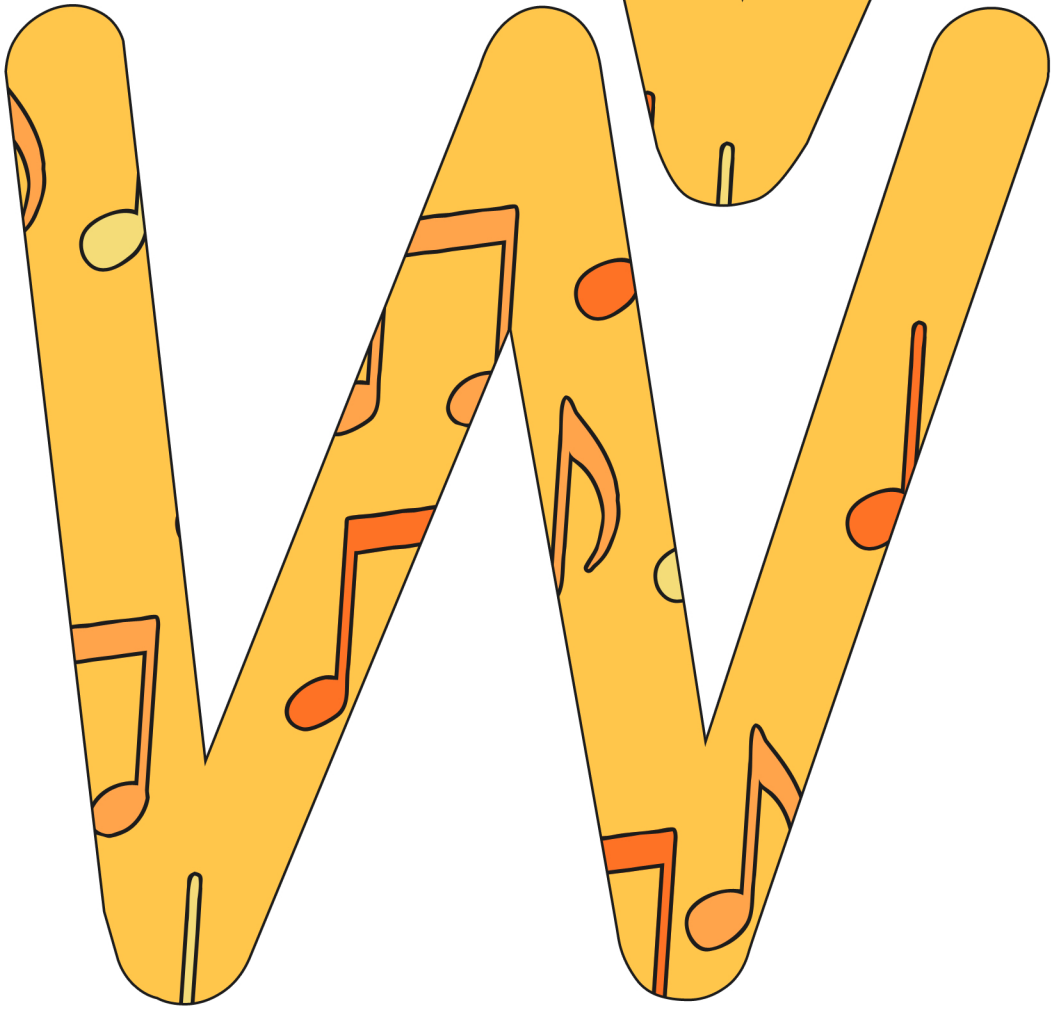
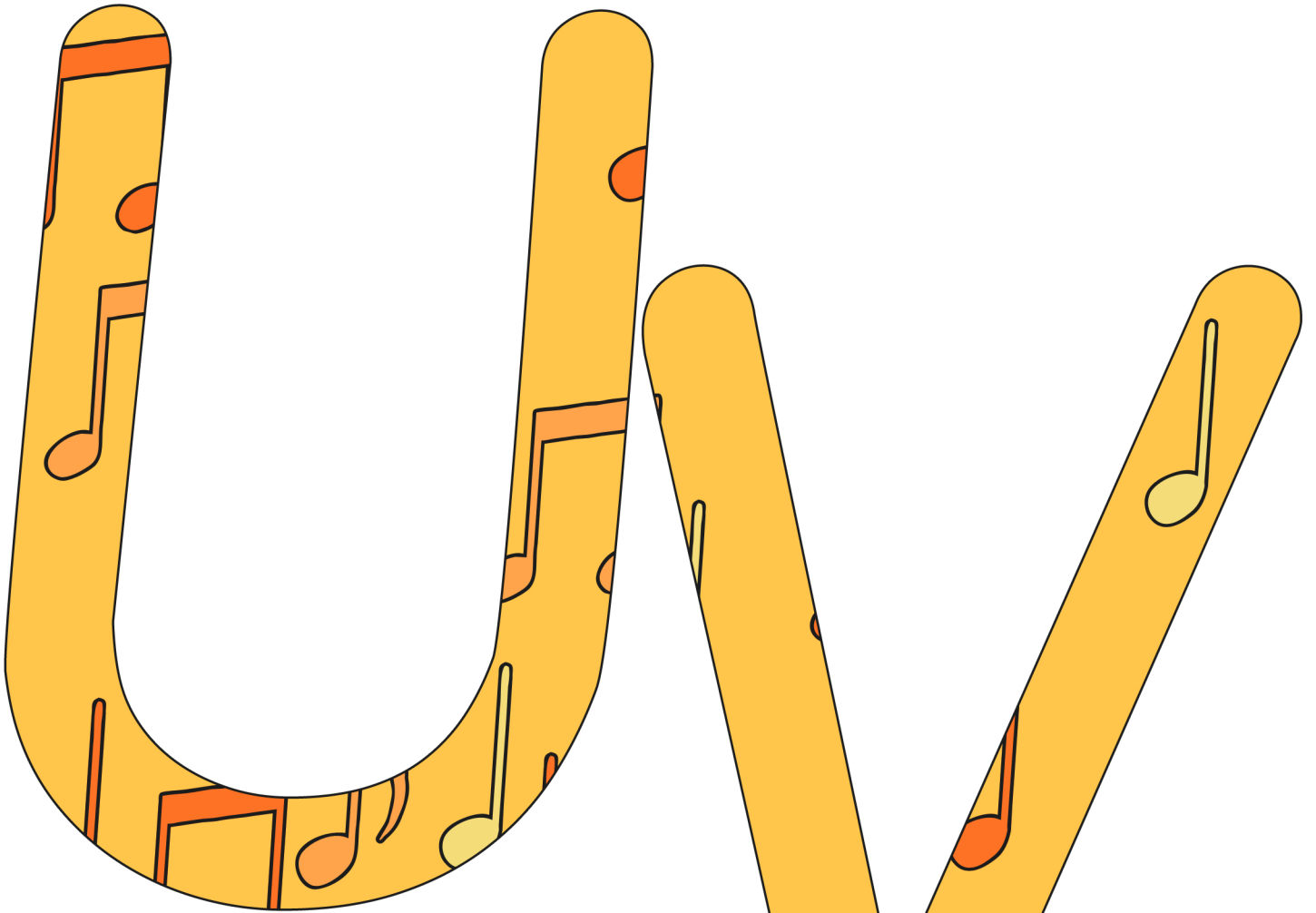


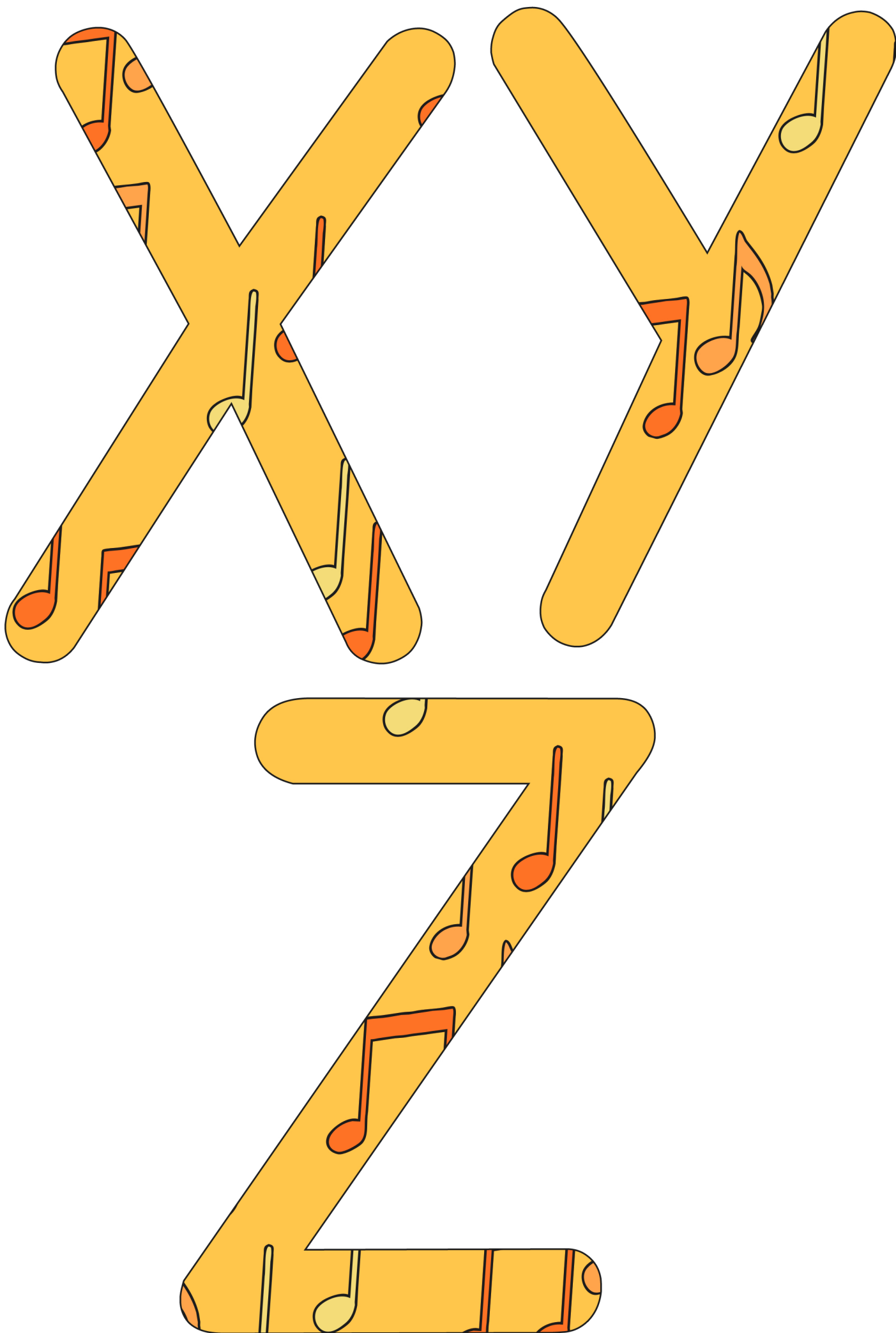


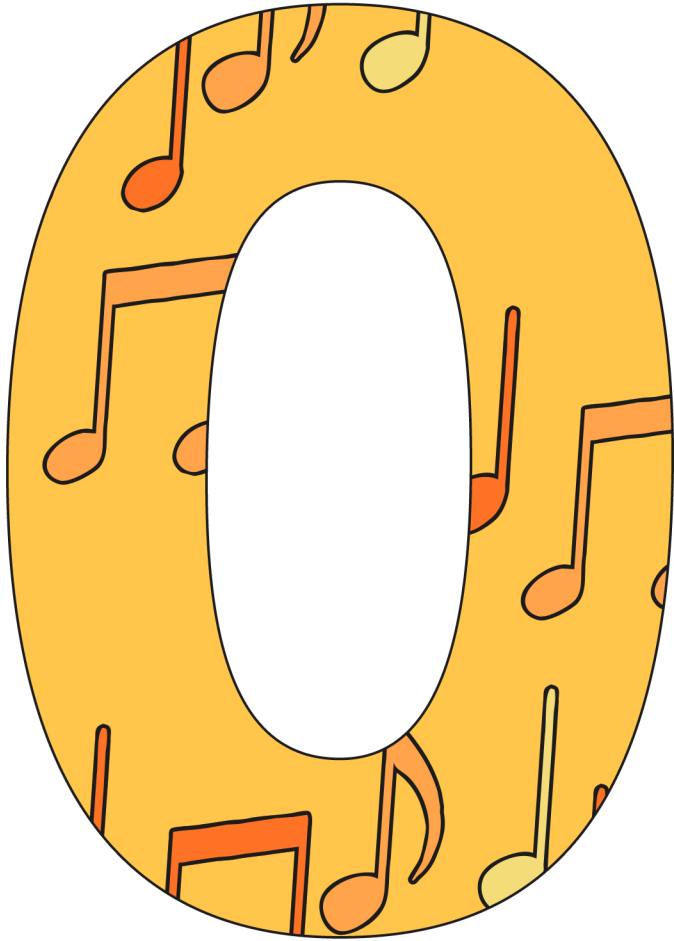


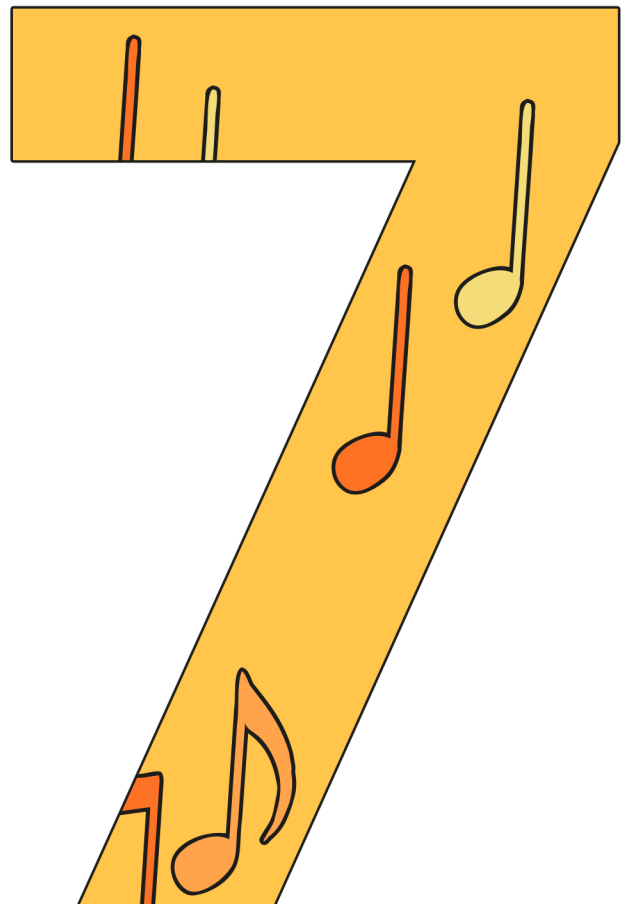
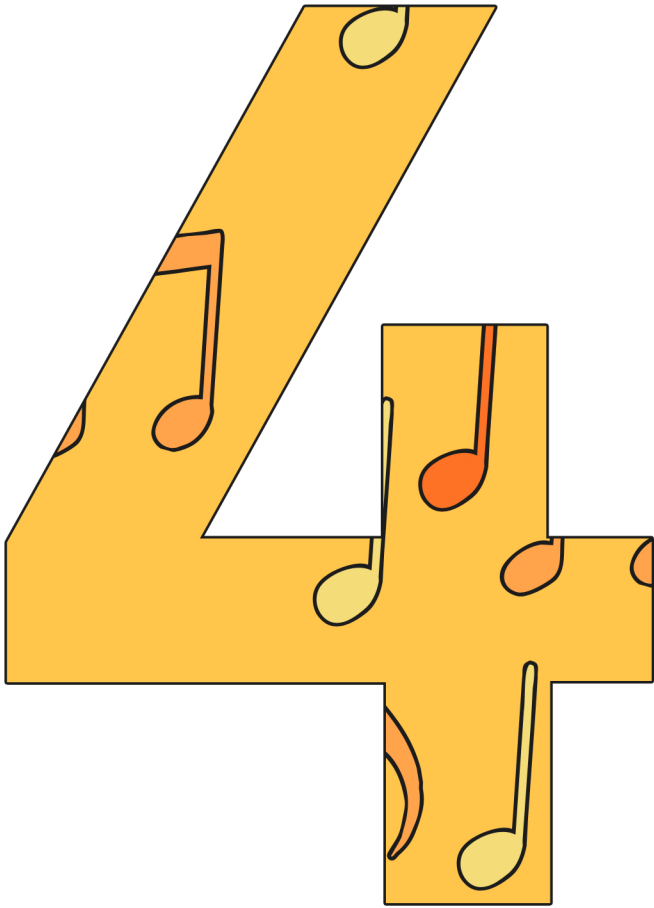


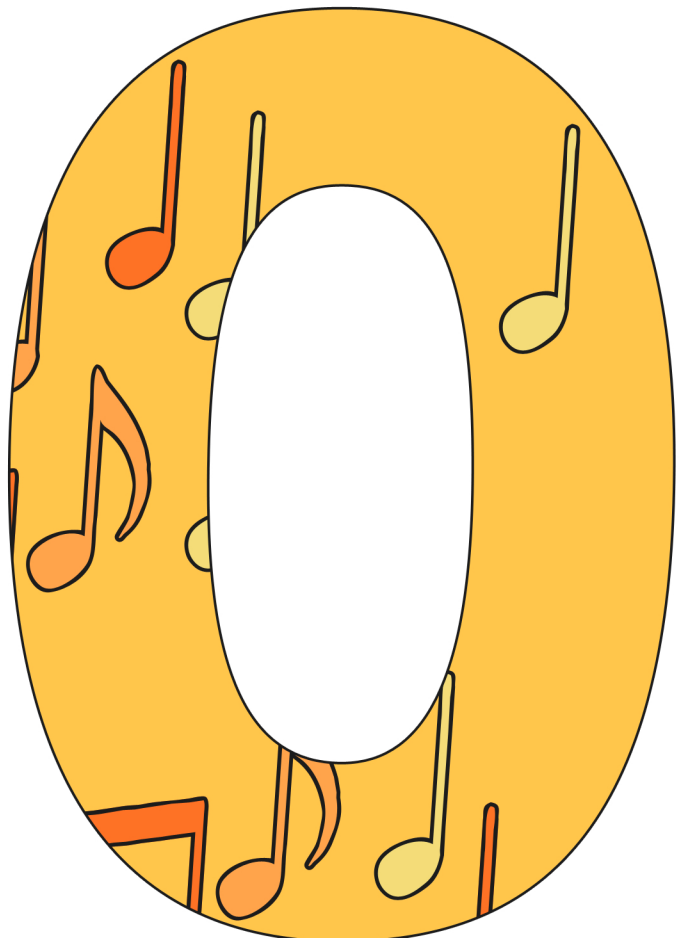
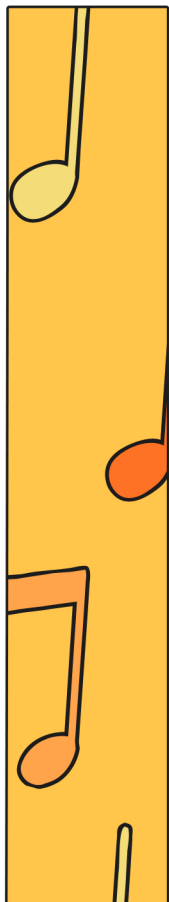
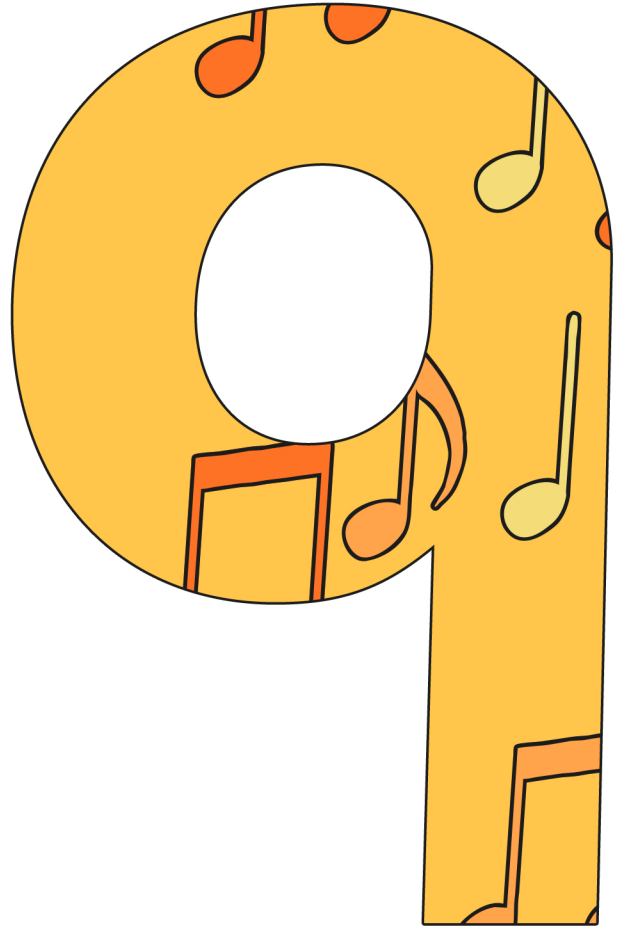
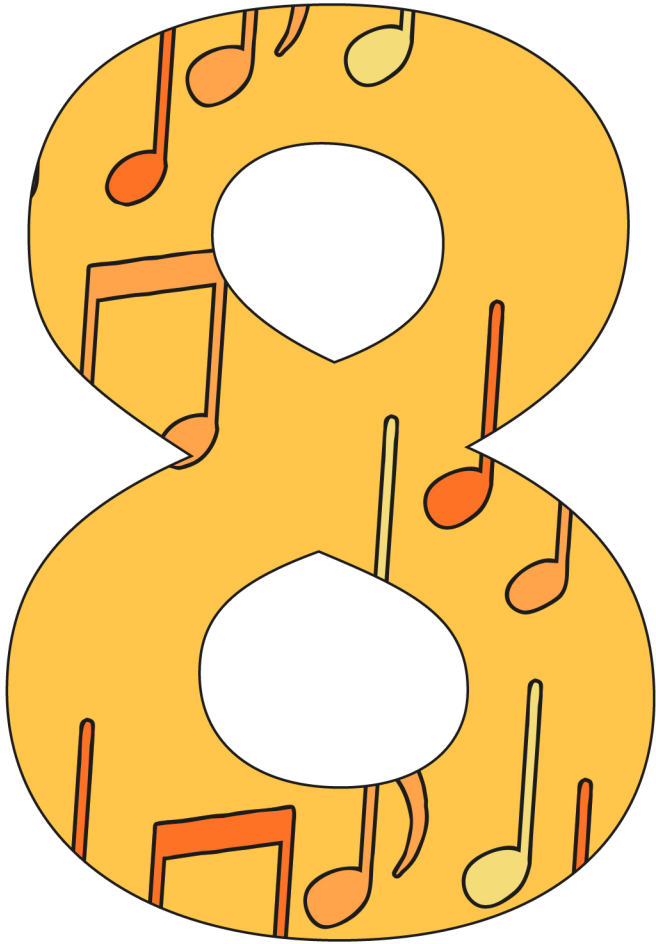


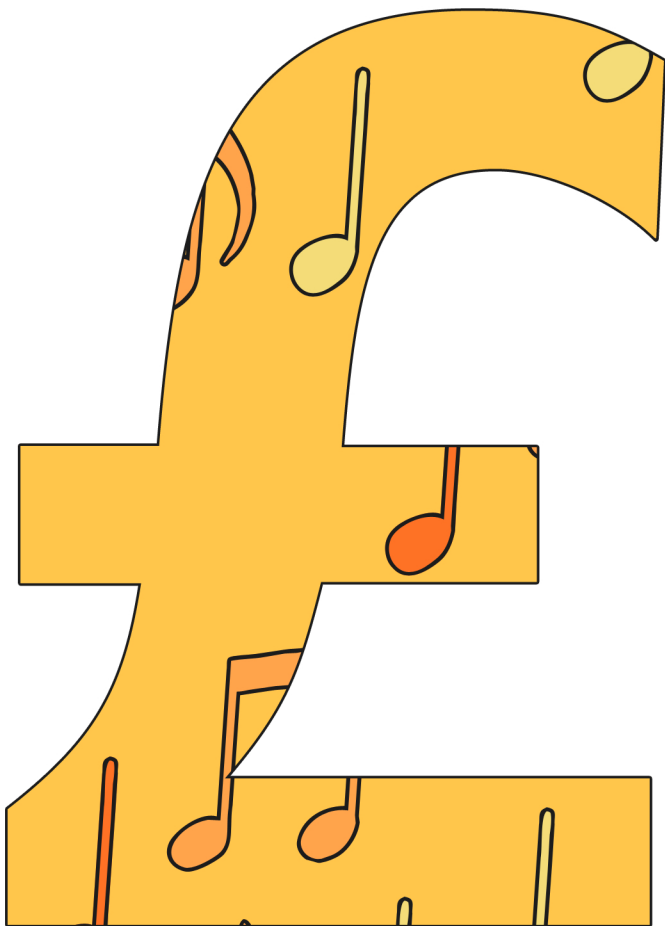
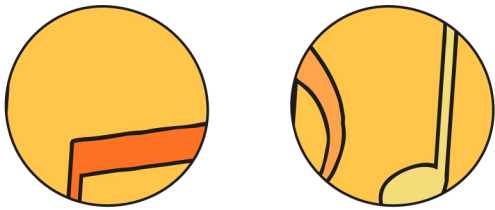
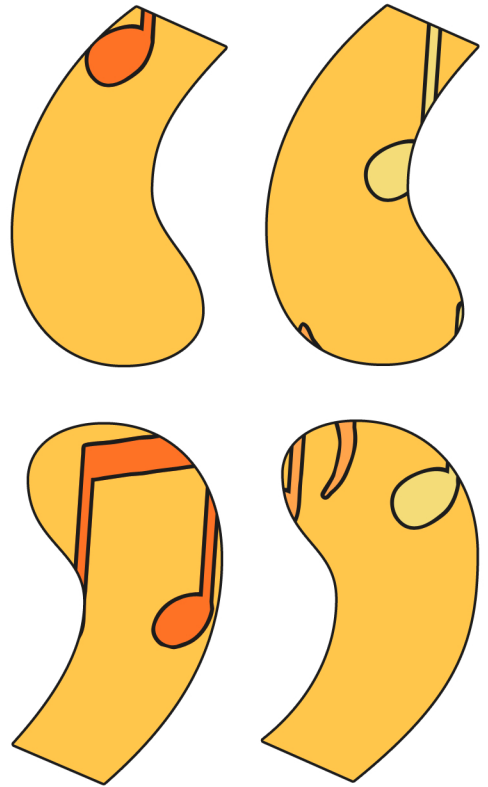


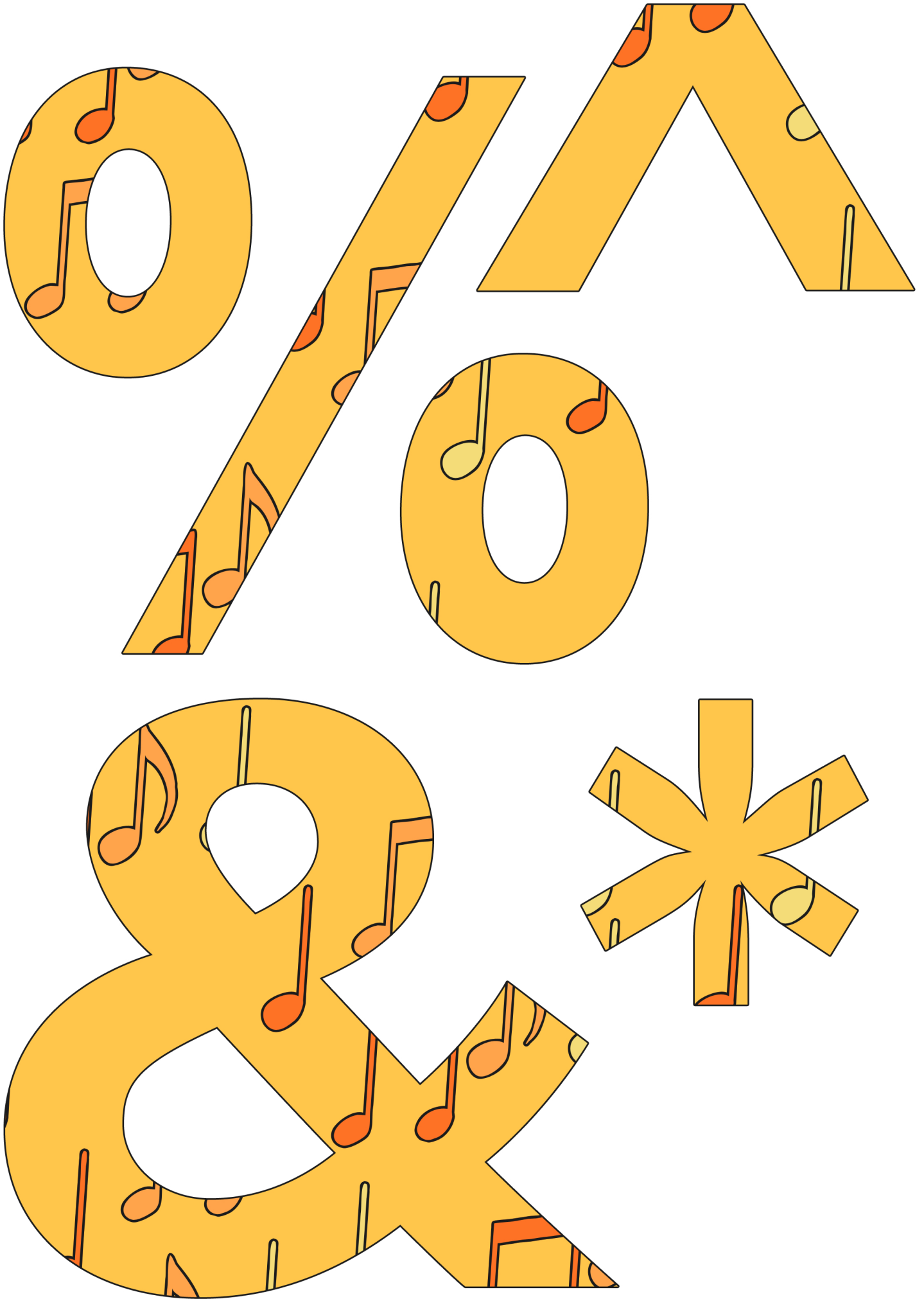


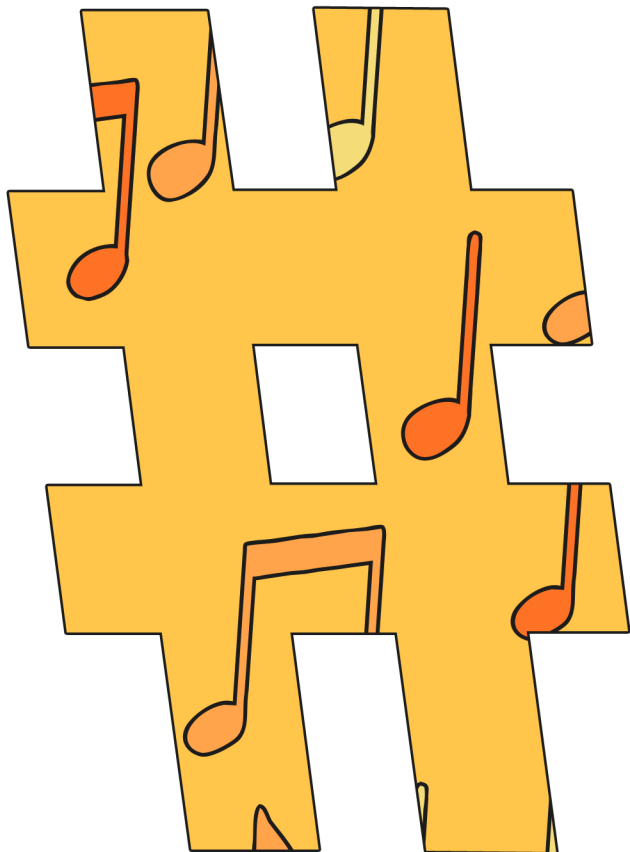
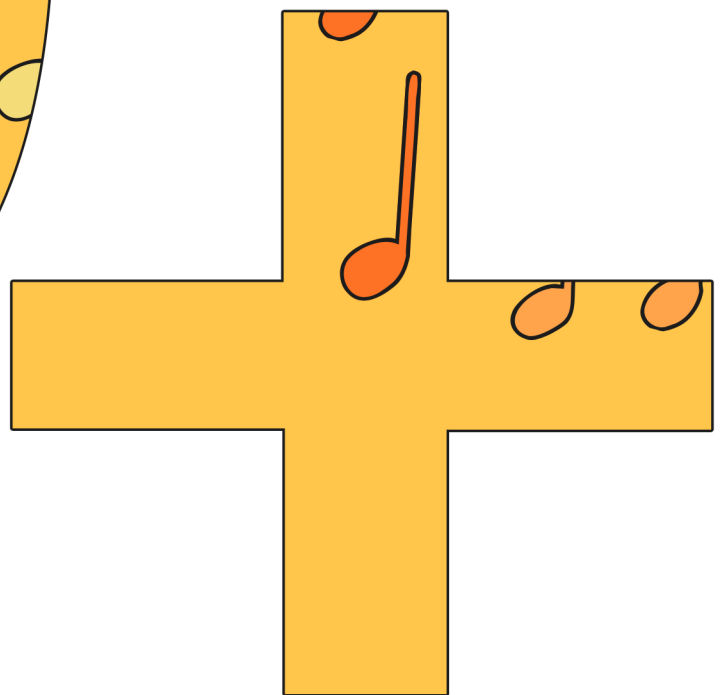
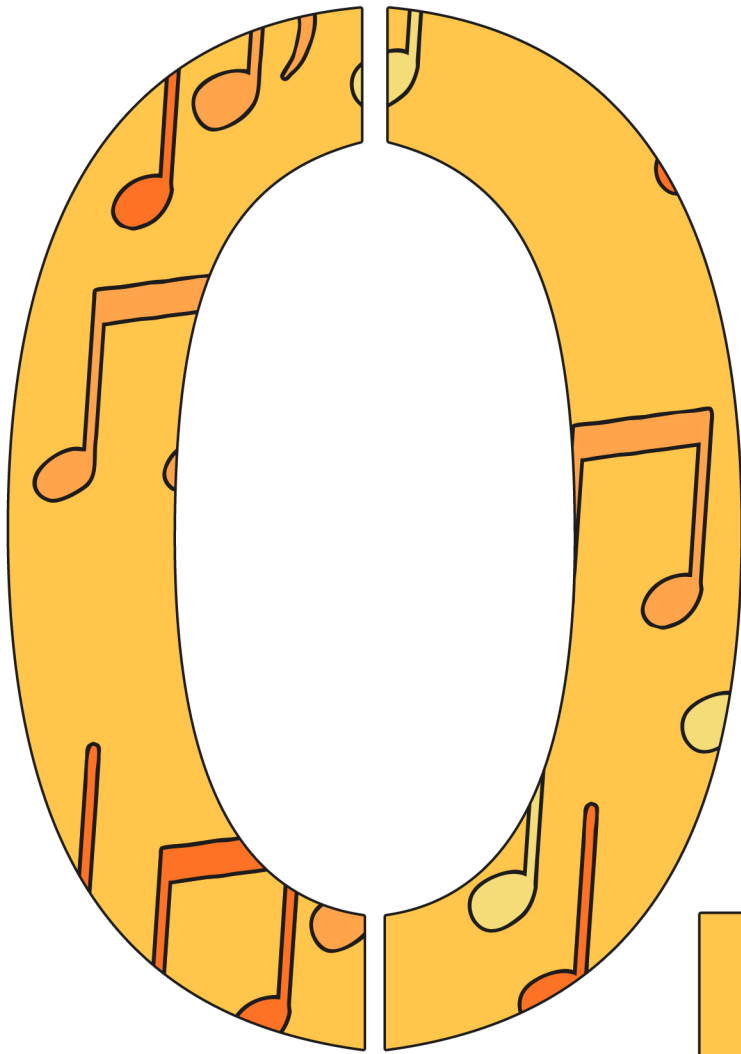


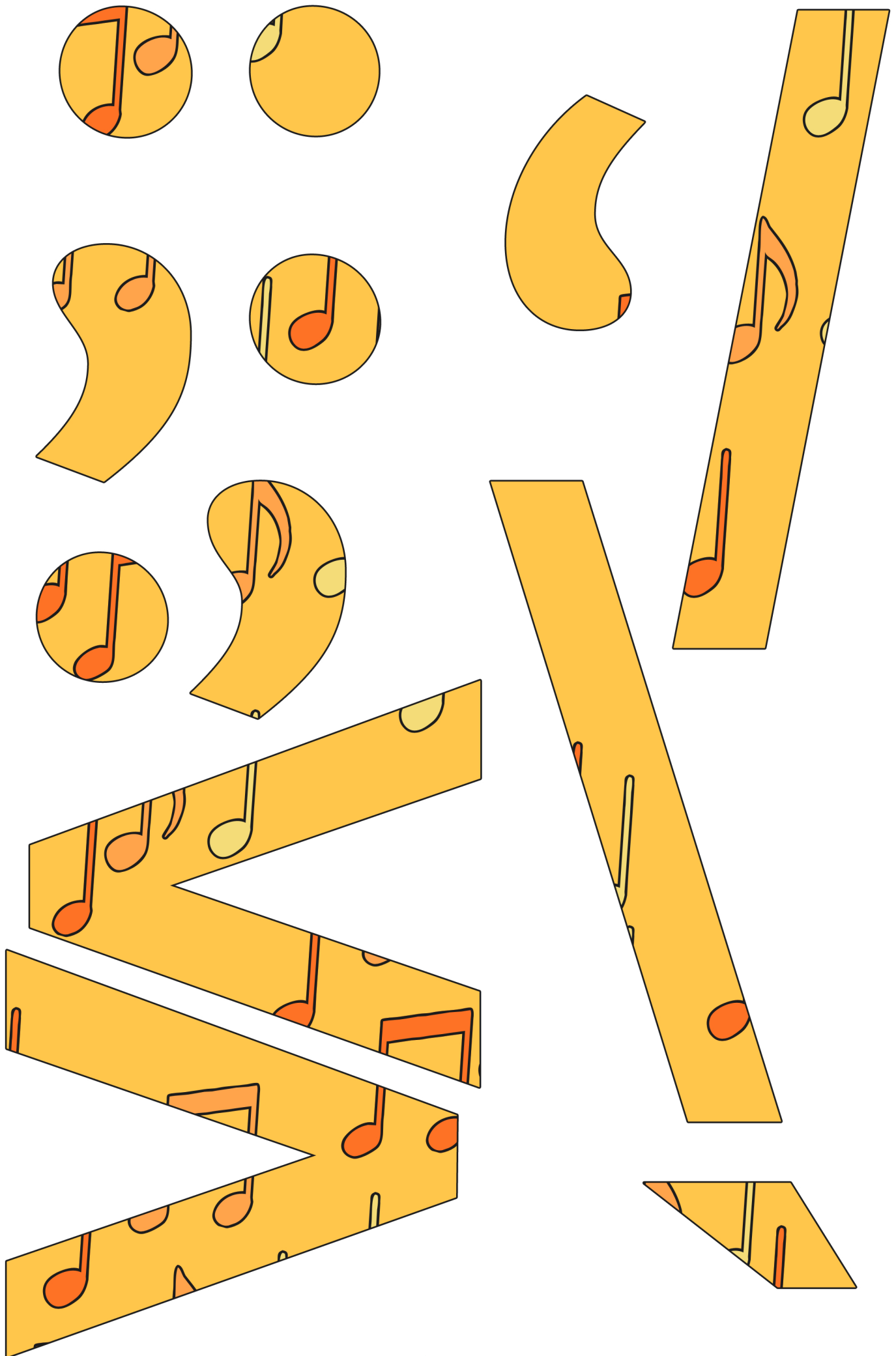


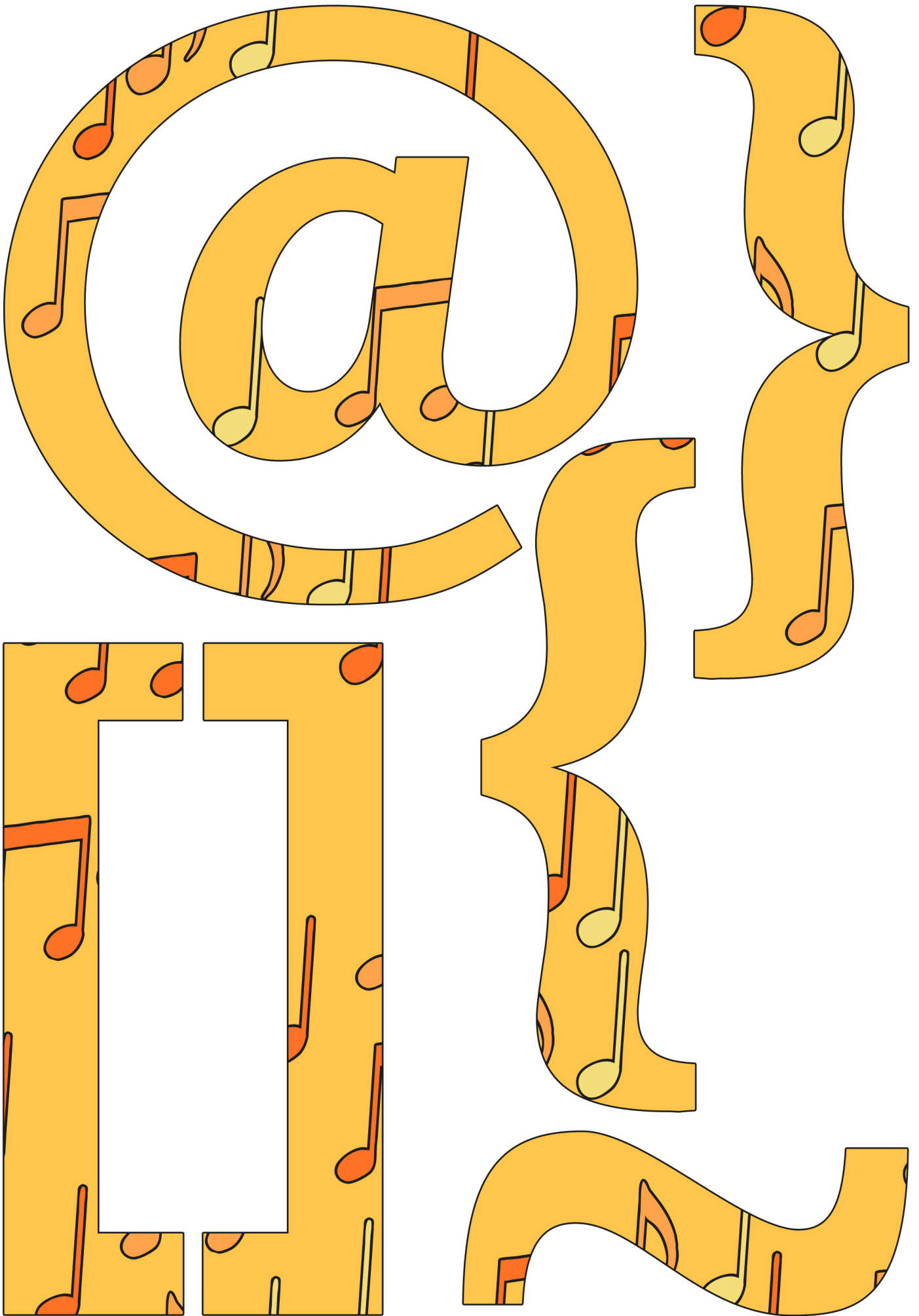




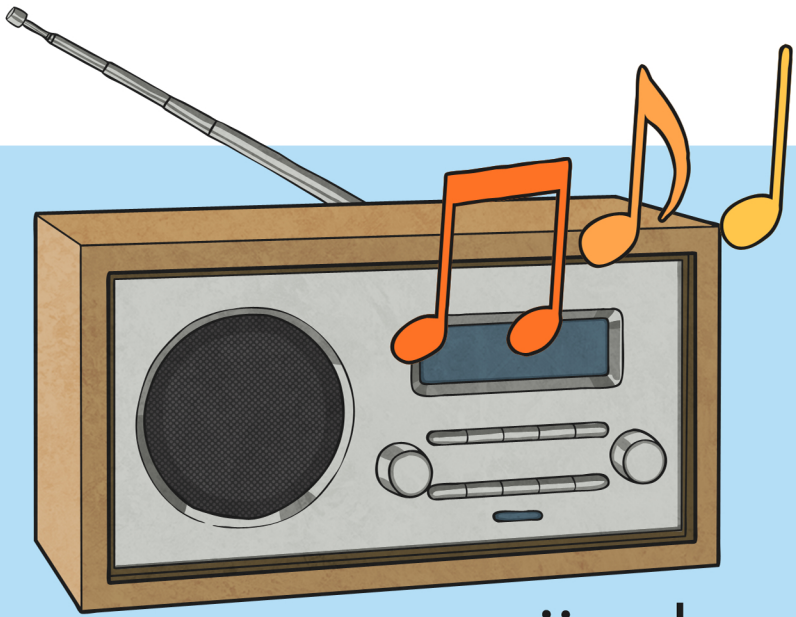




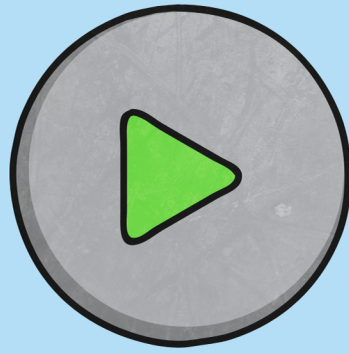




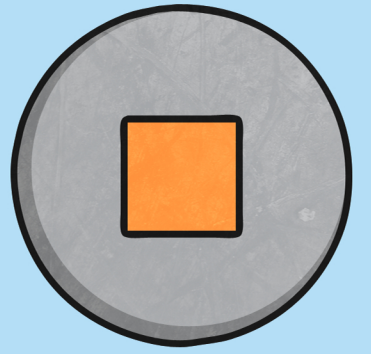
Radio S



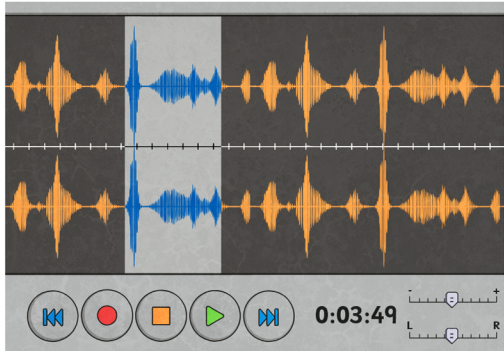
jingle



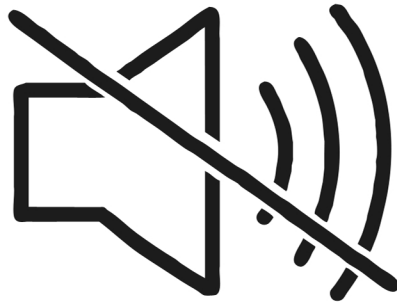
play



stop



edit



mute



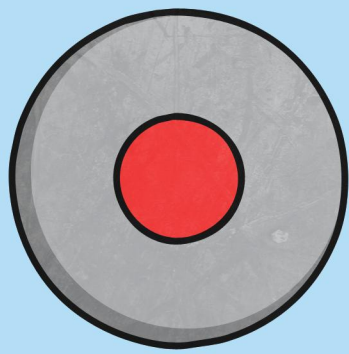
podcast



voiceover

backing track

Station



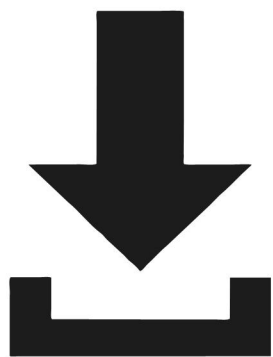
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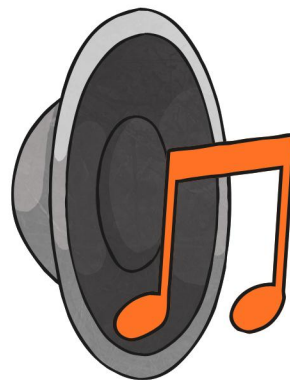
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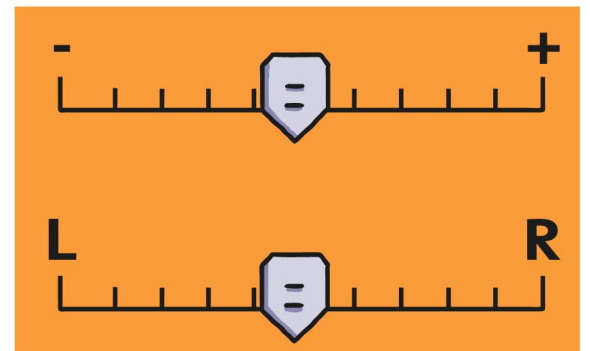
digital content



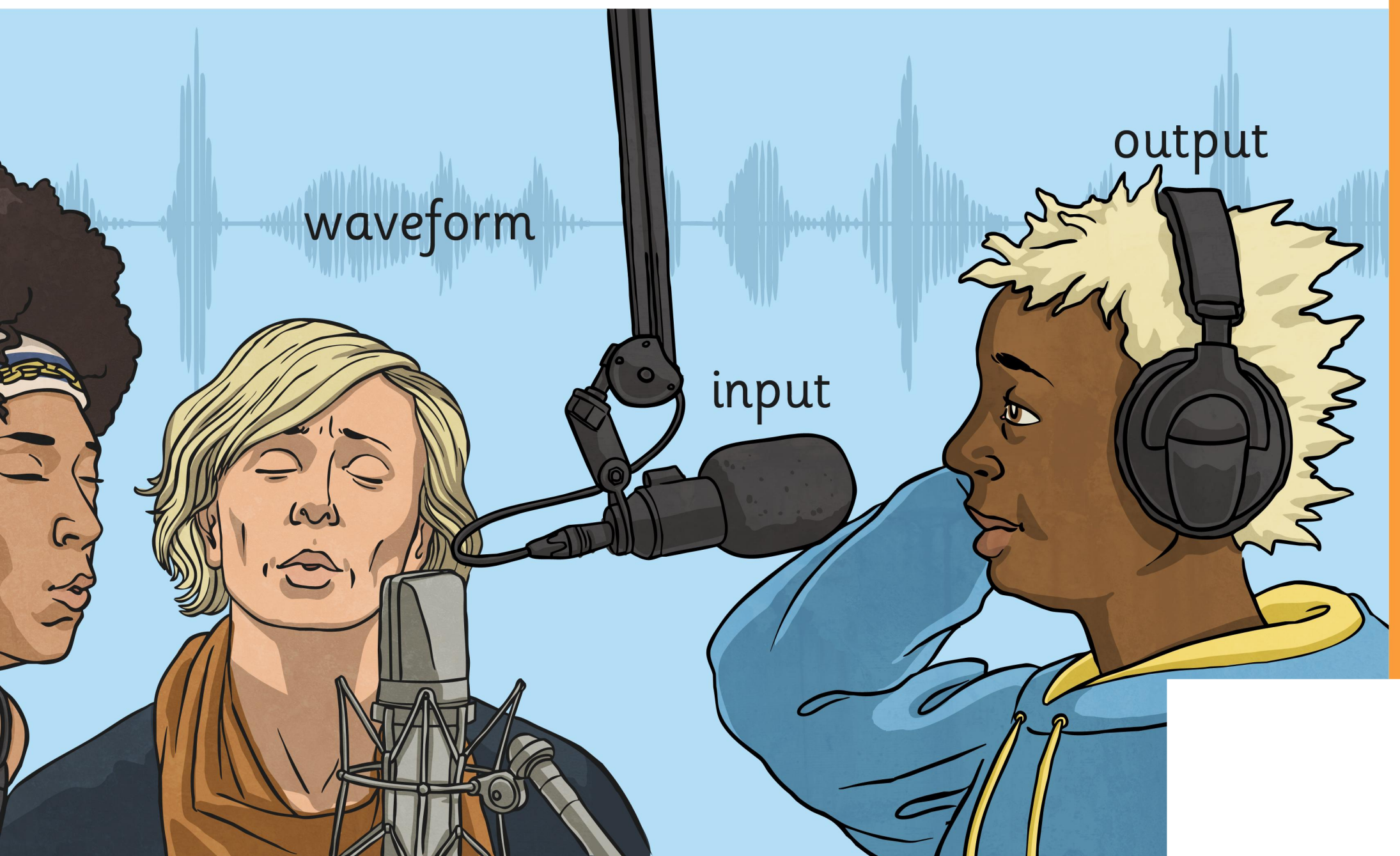
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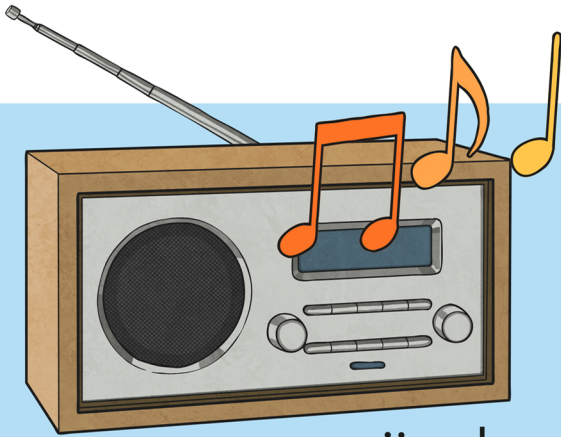
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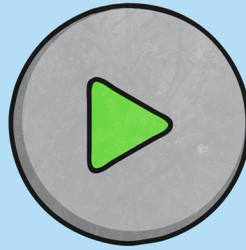
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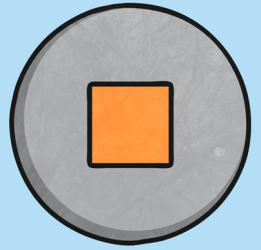
Radio S



jingle



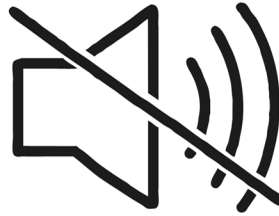
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stop



edit



mute



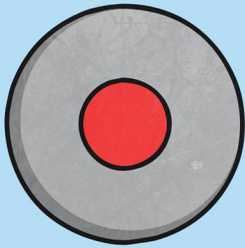
podcast



voiceover

backing track

Station



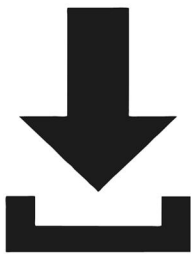
record



skip



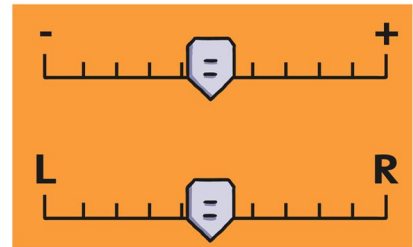
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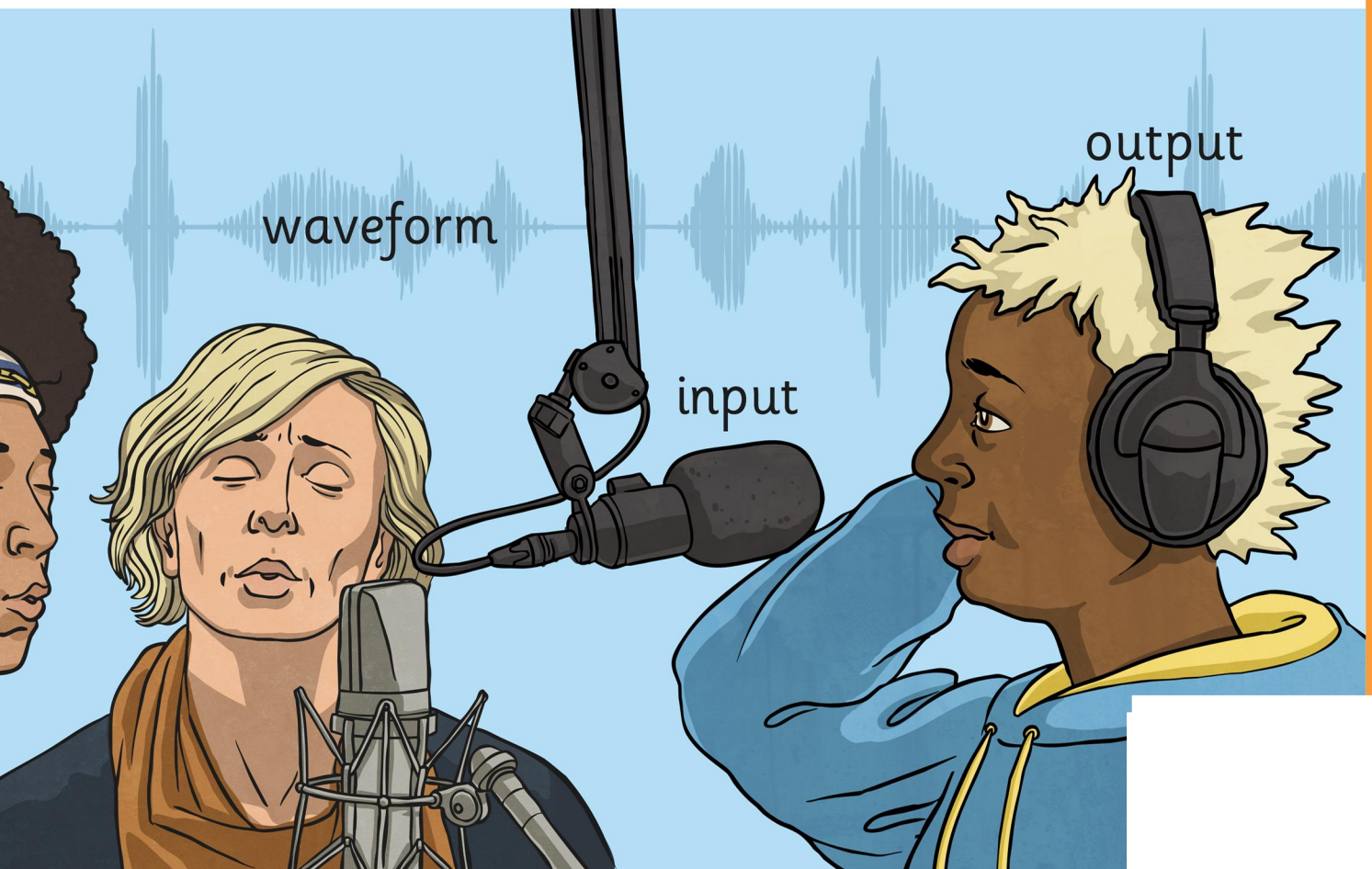
download



audio



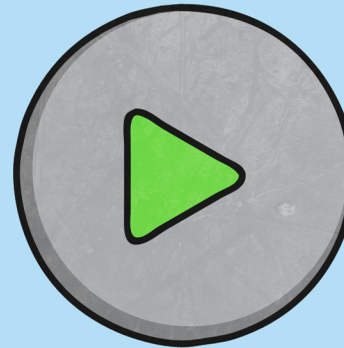
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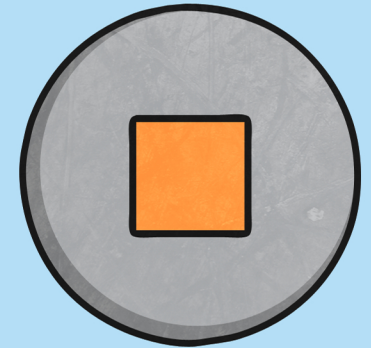
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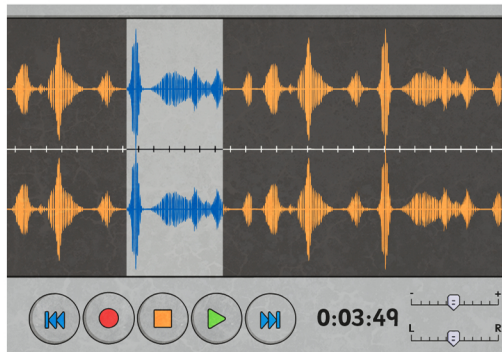
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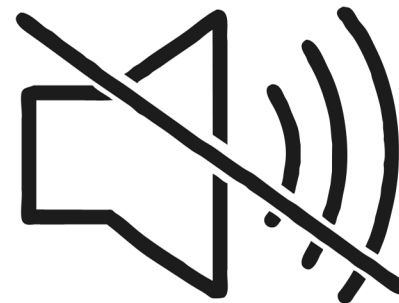
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stop



edit

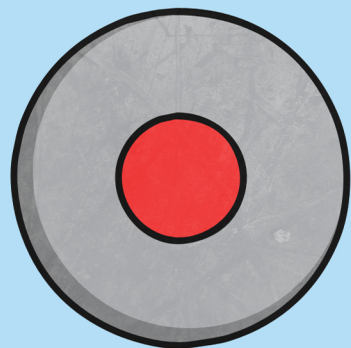


mute



podcast

Station



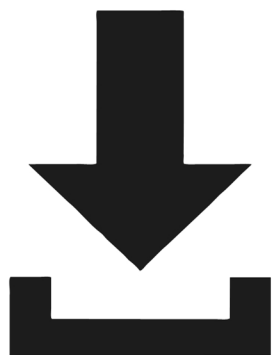
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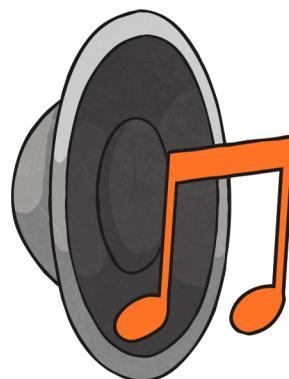
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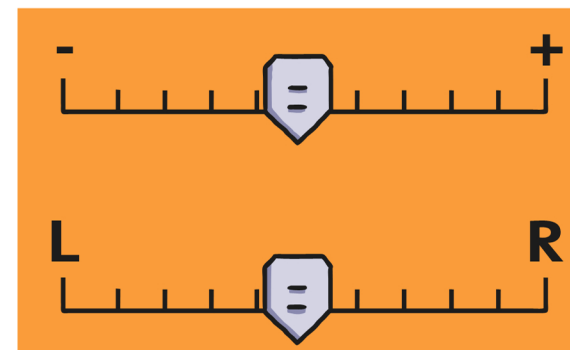
digital content



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audio



gain

edit

mute

podcast



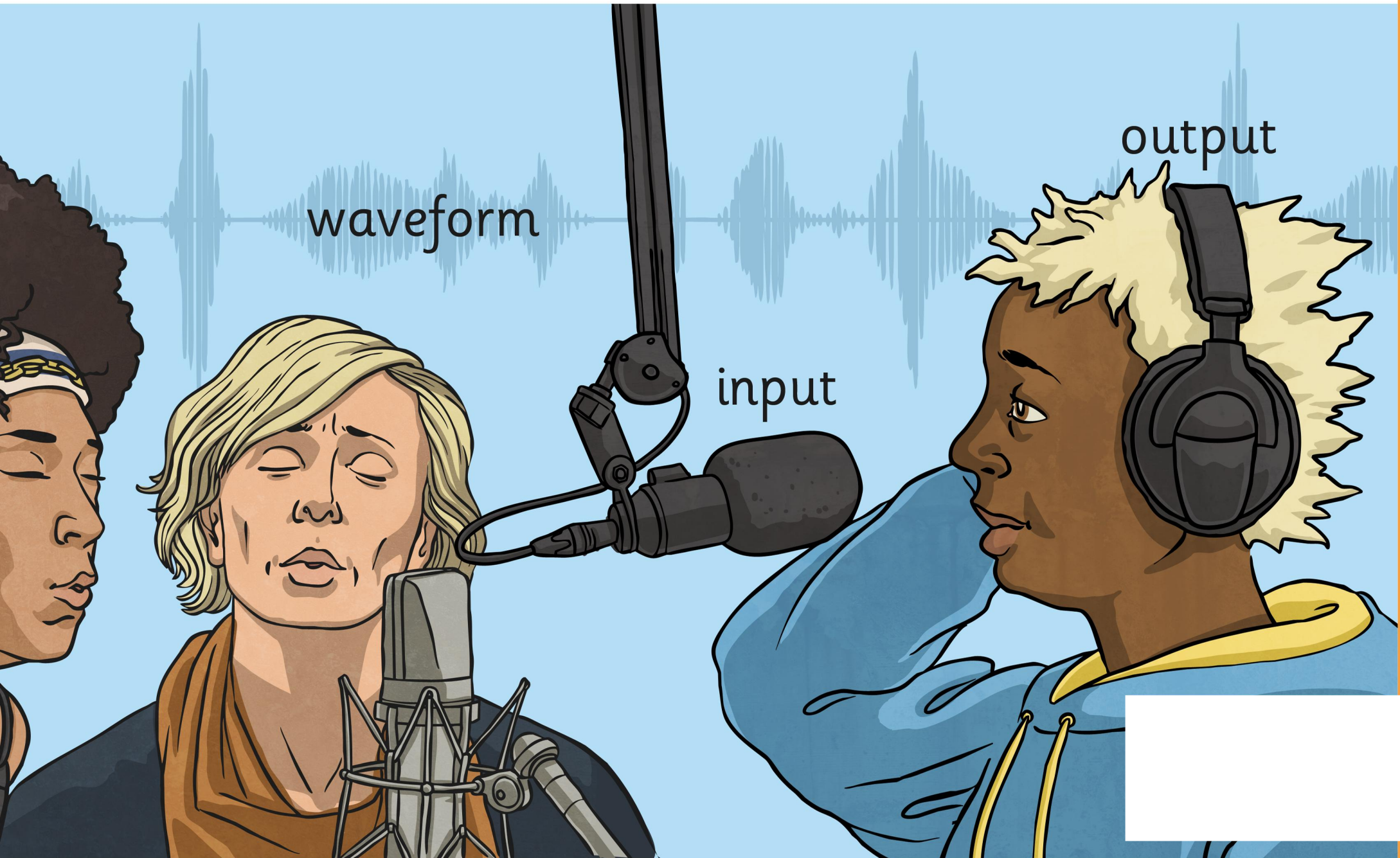
voiceover

backing track

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audio

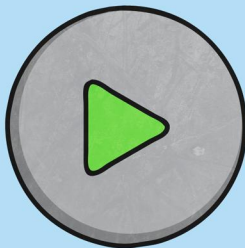
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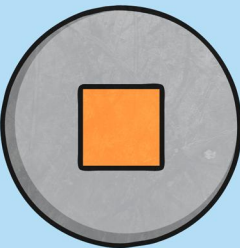
Radio Station



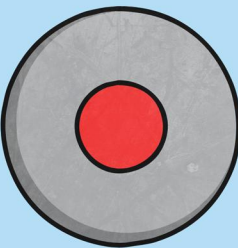
jingle



play



stop



record



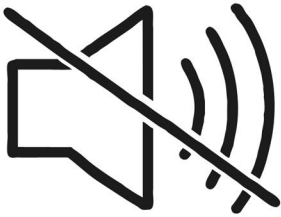
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digital content



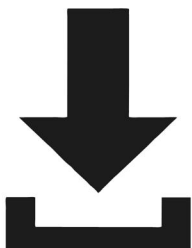
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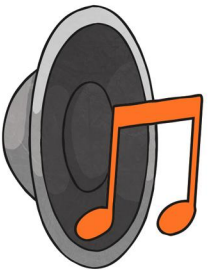
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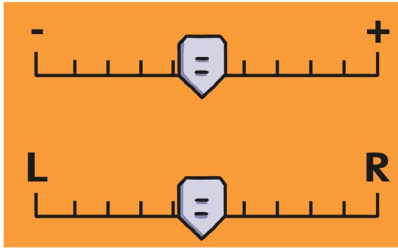
podcast



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audio



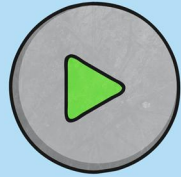
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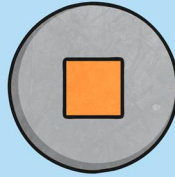
Radio Station



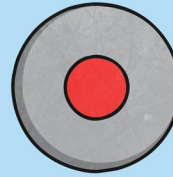
jingle



play



stop



record



skip



digital content



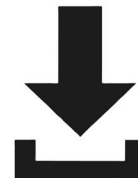
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mute



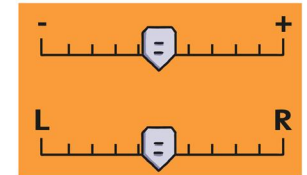
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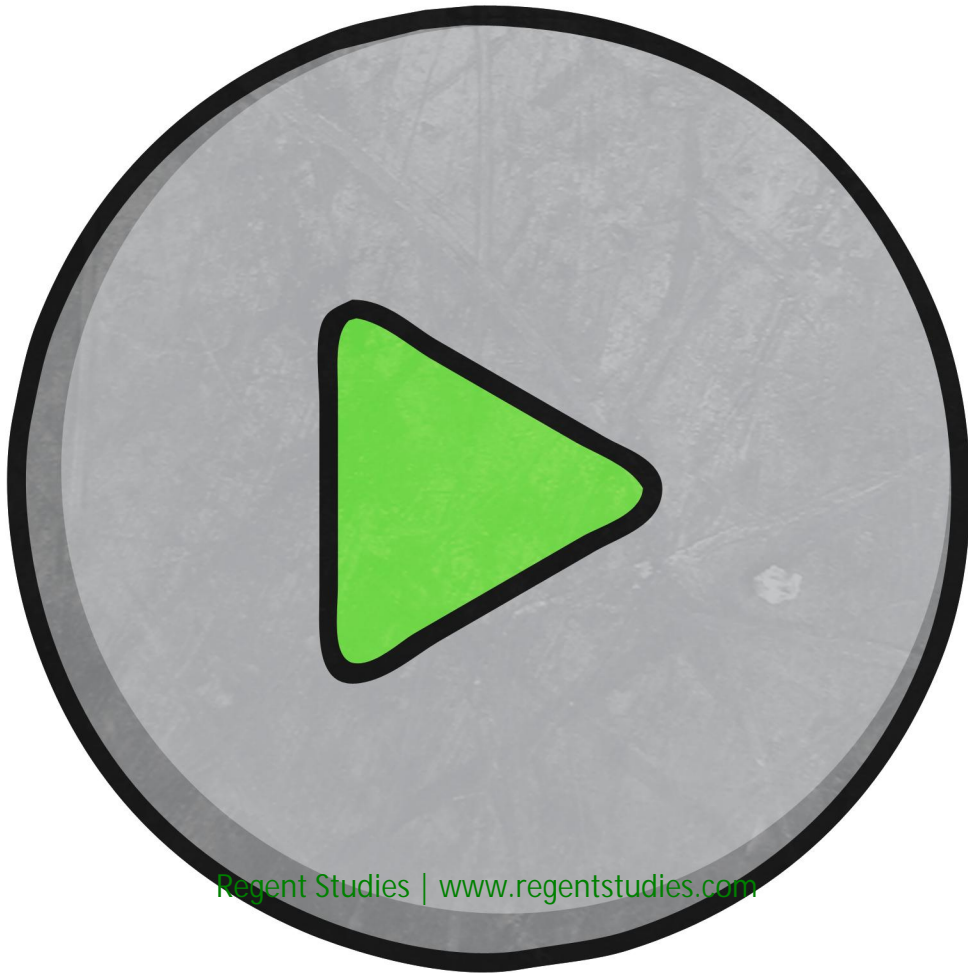
audio



gain

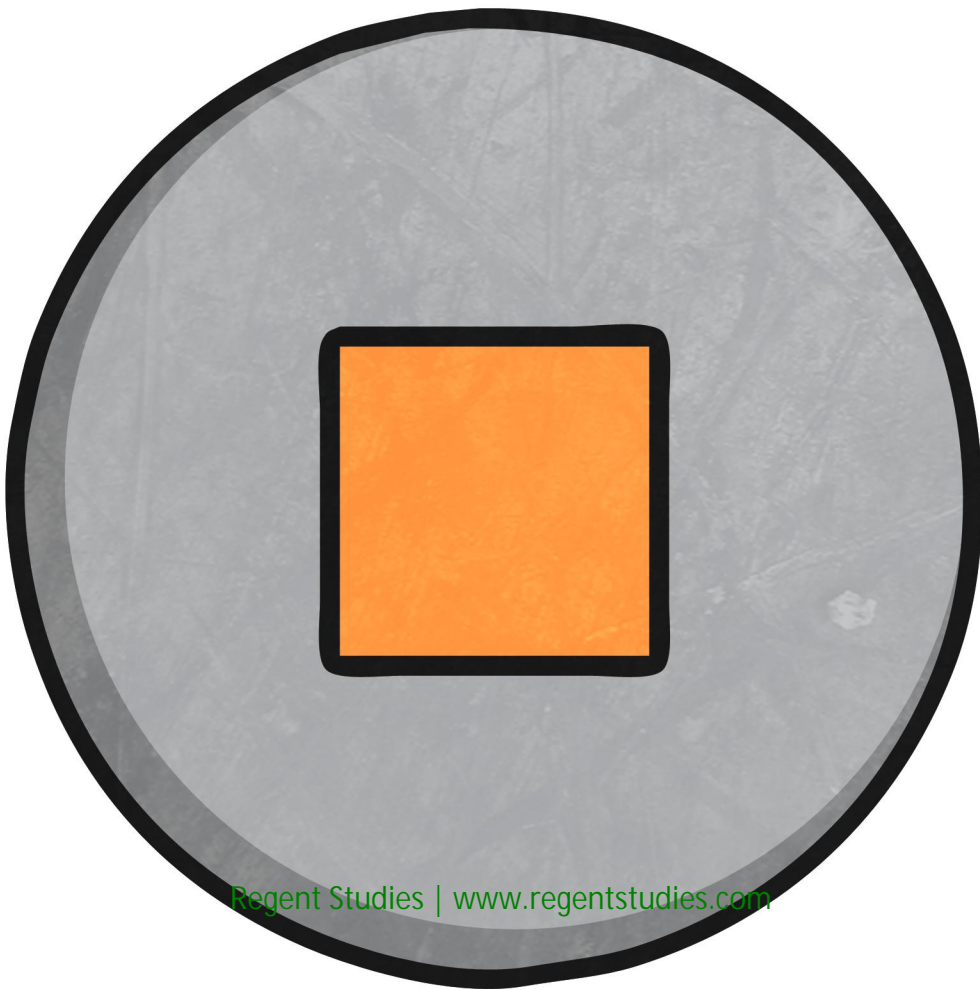


play

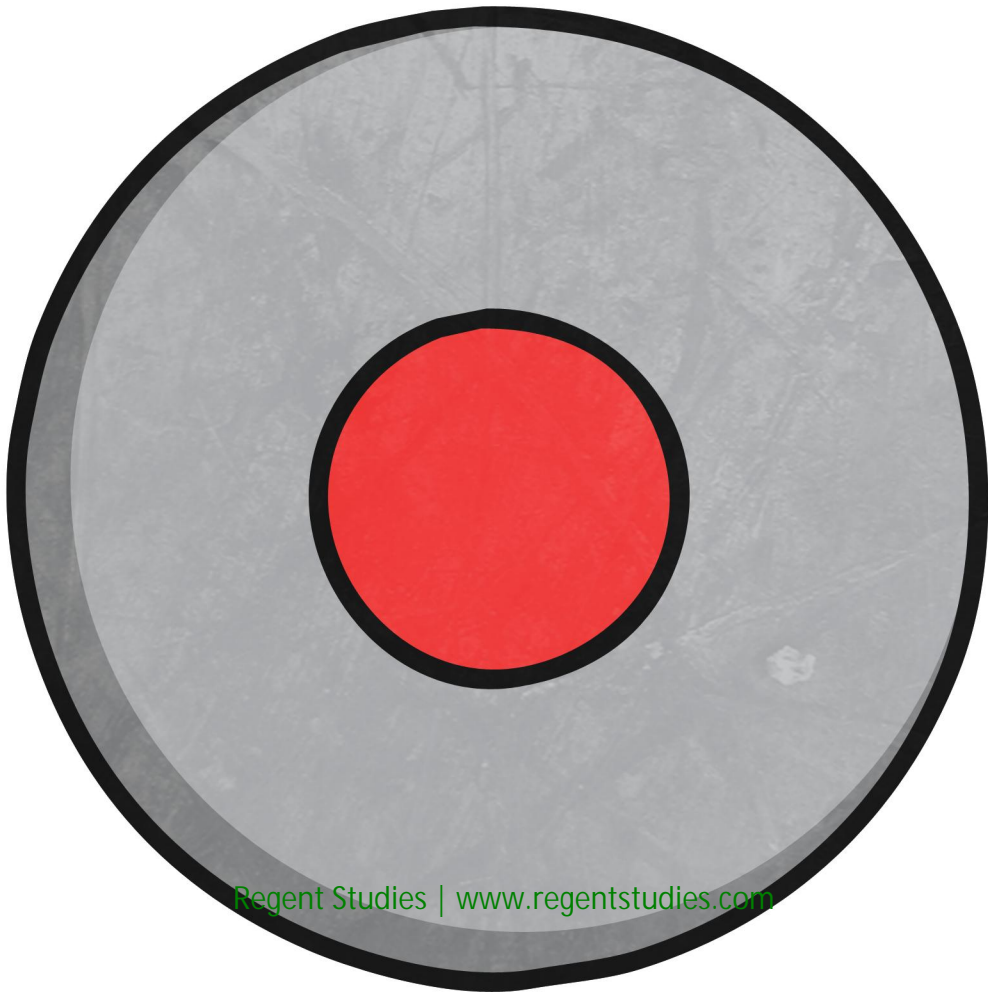


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stop



record



skip



digital content



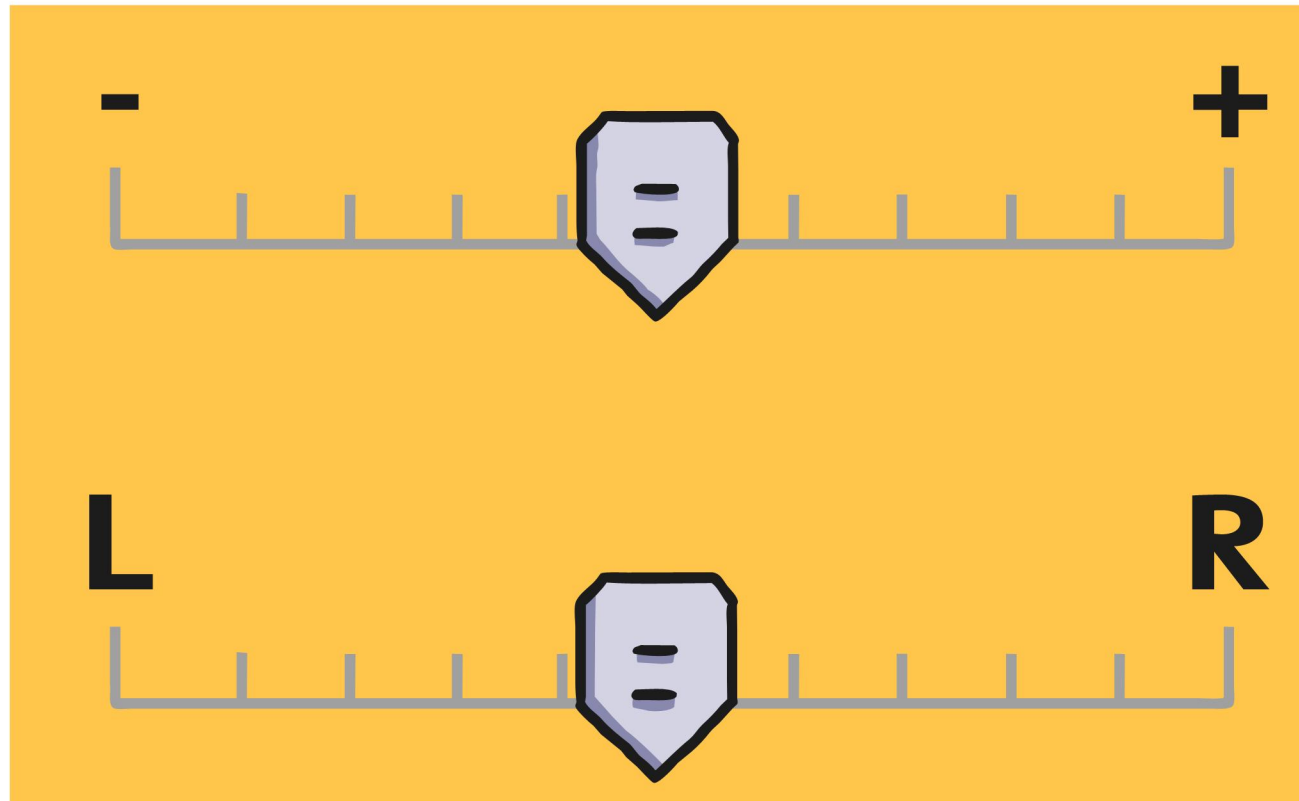
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mute



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gain



podcast



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output



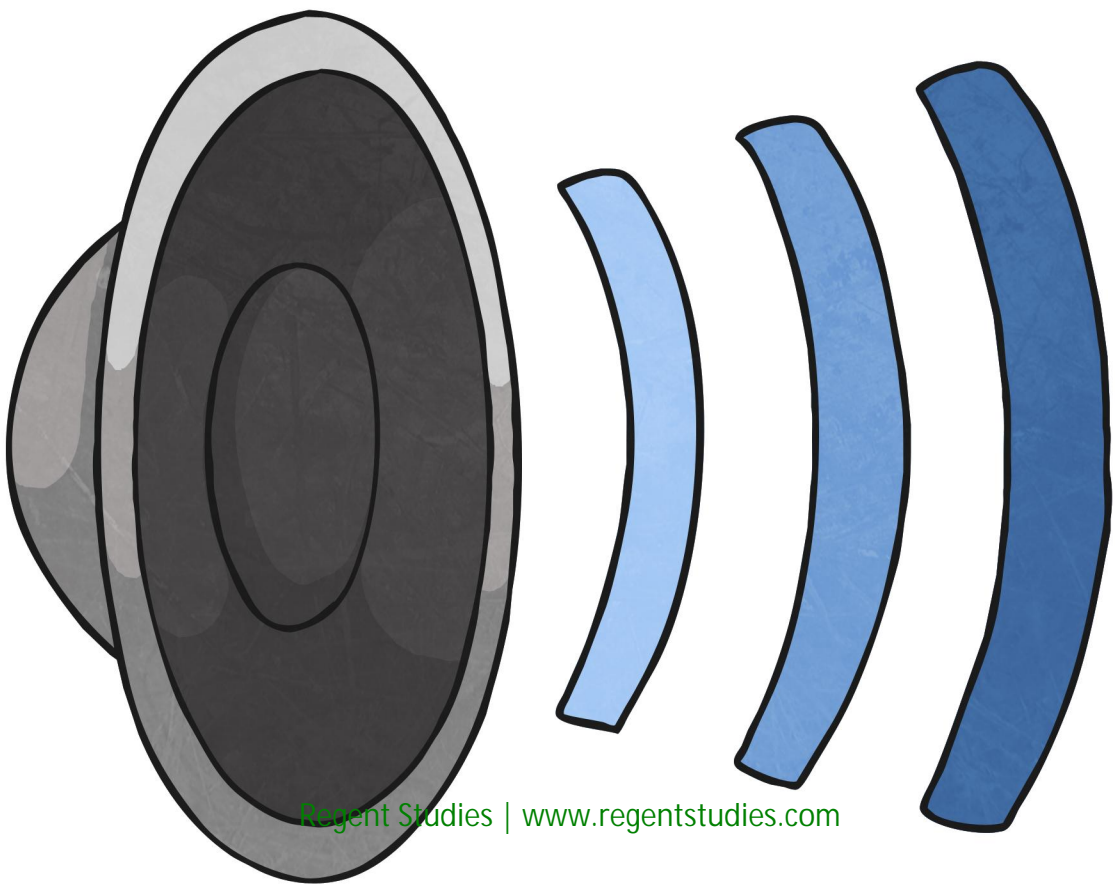
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input

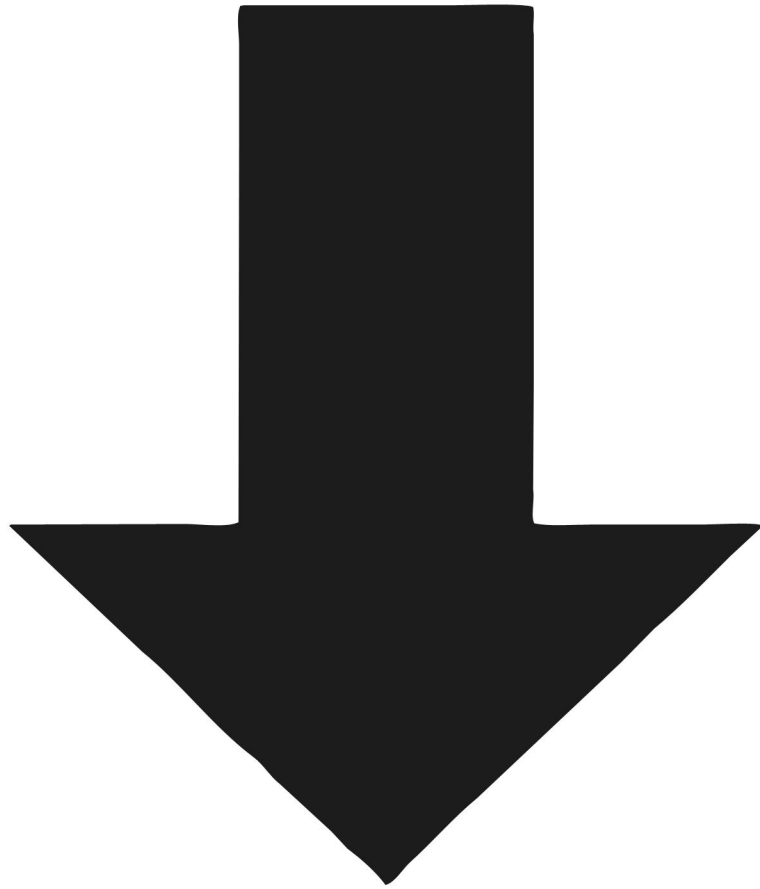


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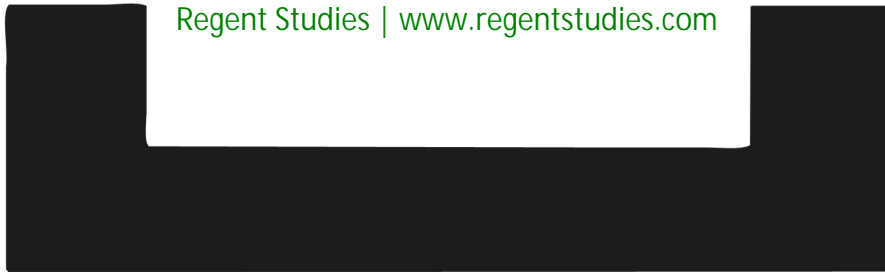
sound



download



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voiceover

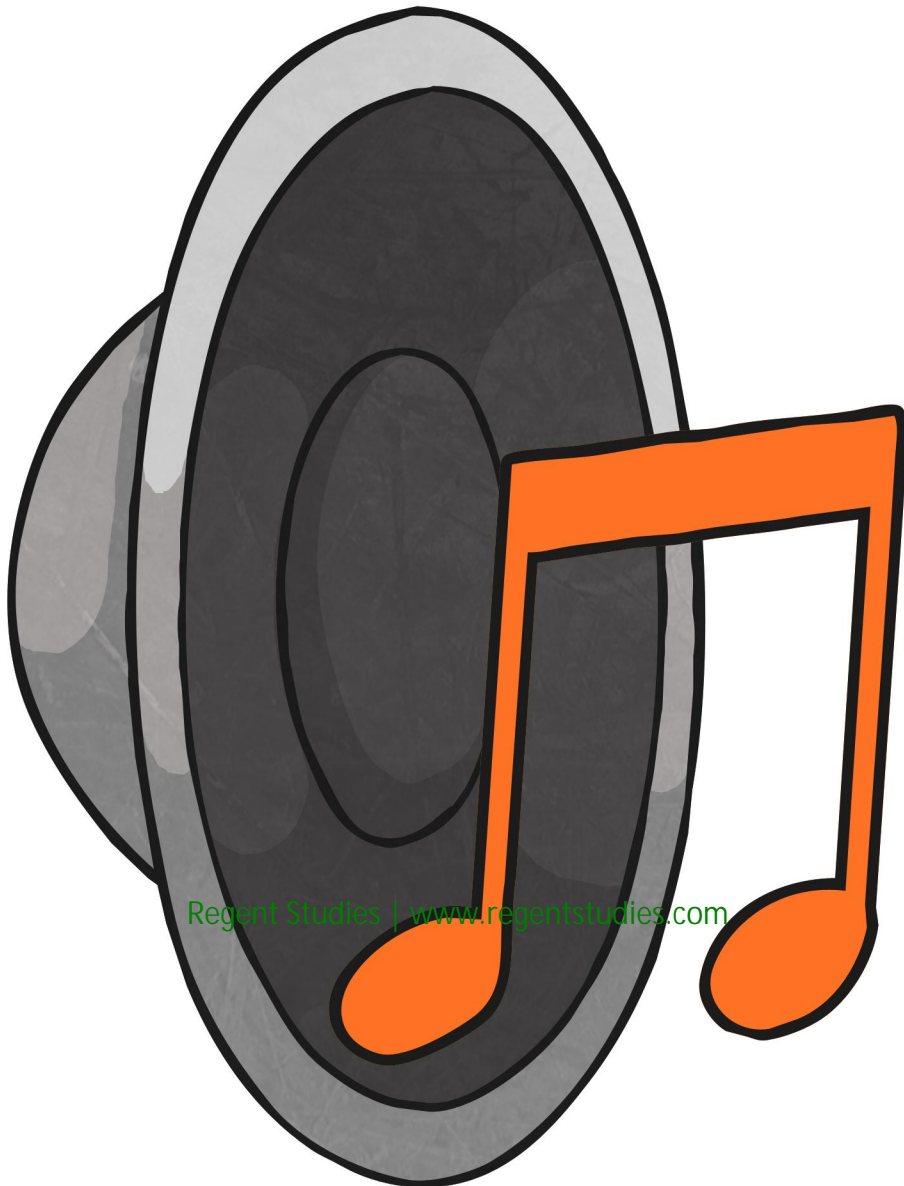


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jingle

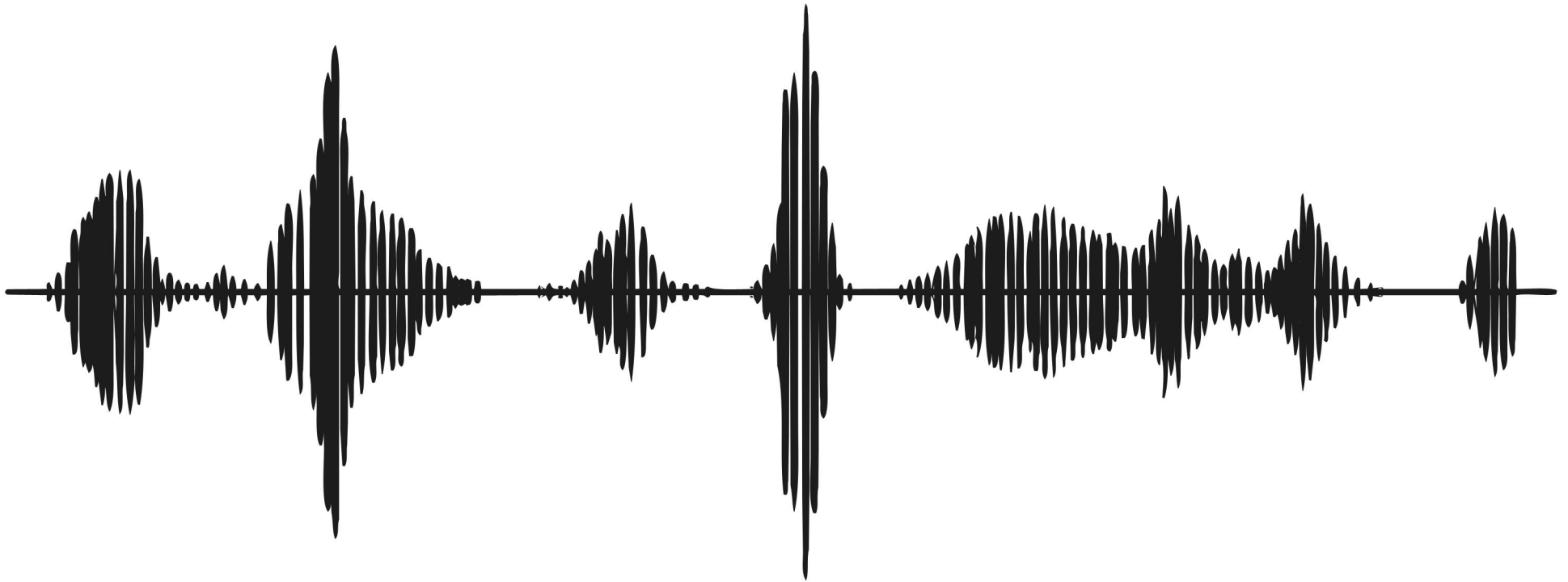


audio



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waveform



edit



backing track



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listen



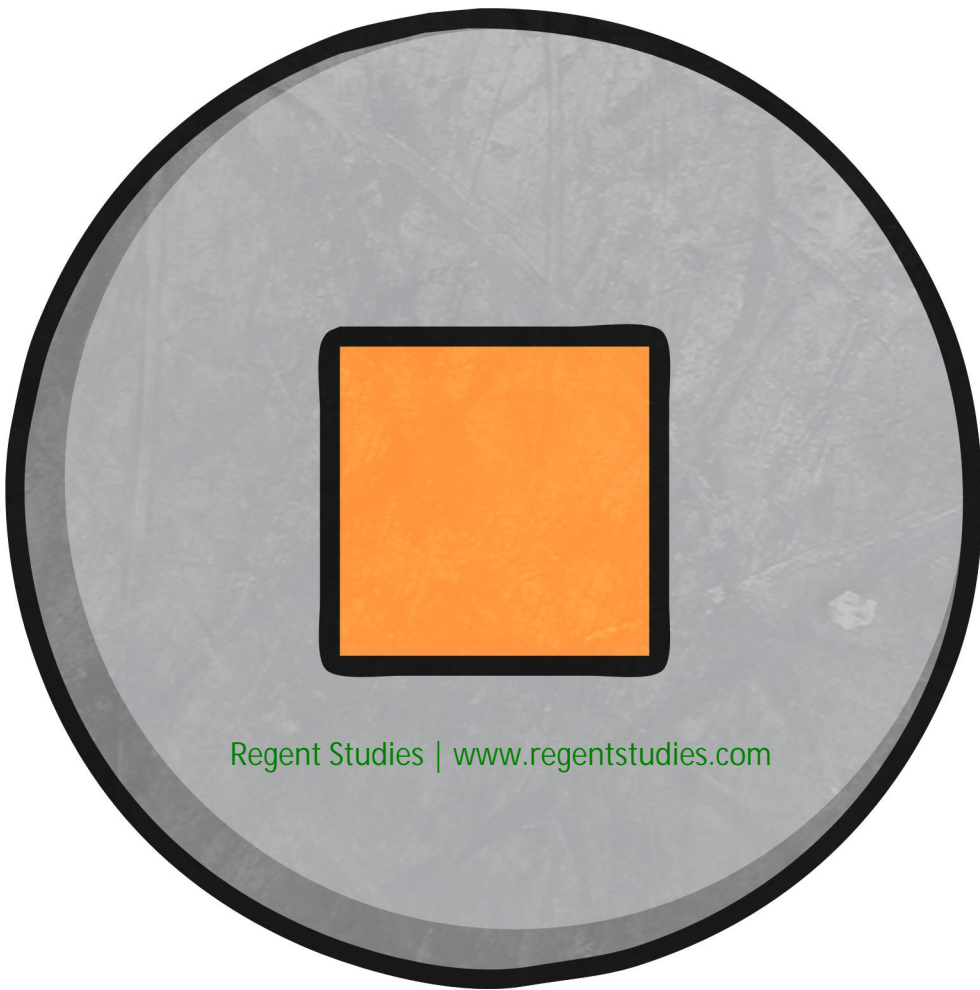
Regent Studies | www.regentstudies.com

play



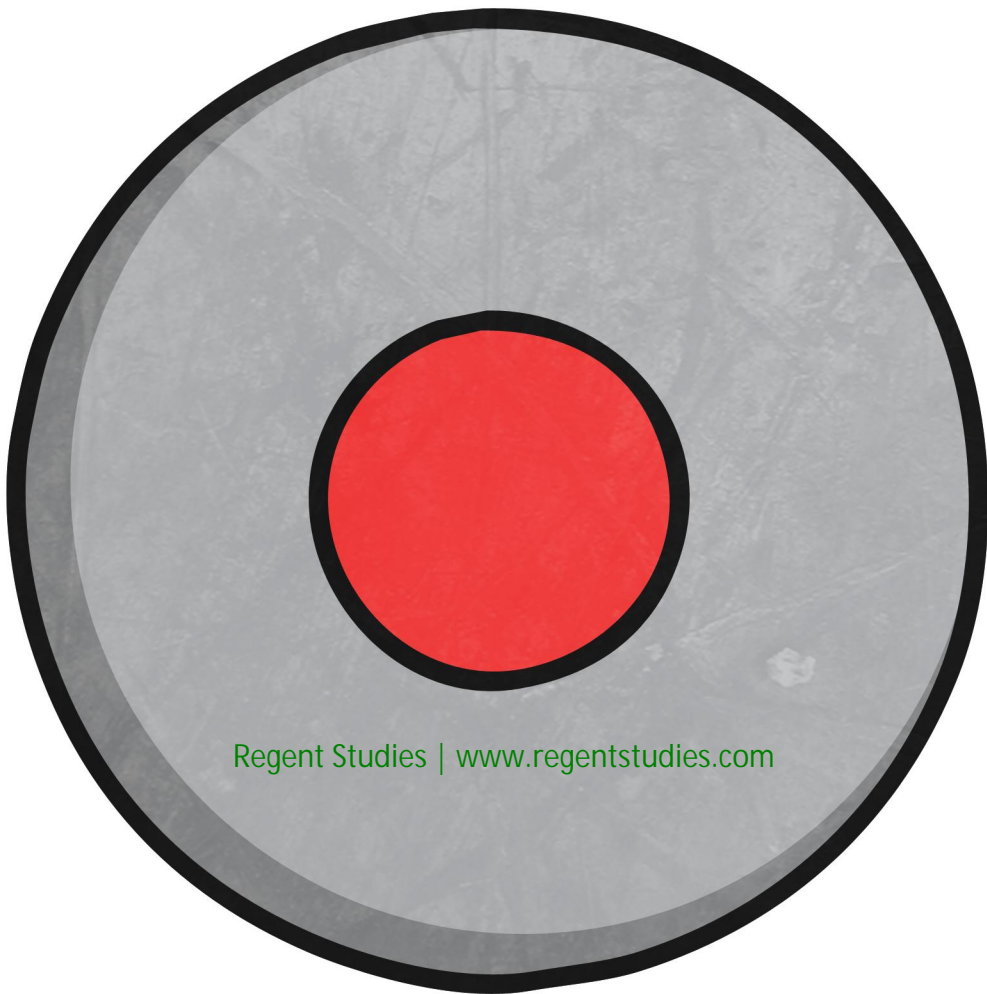
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stop



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record



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skip

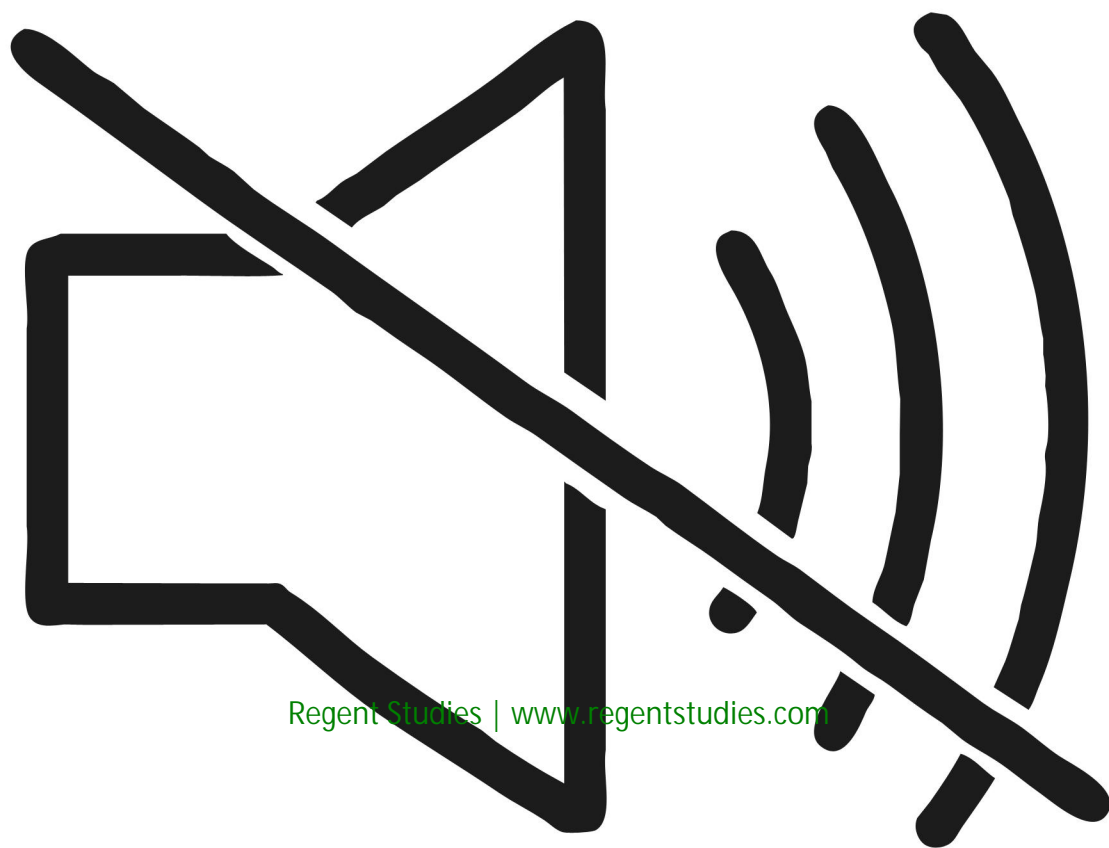


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digital content

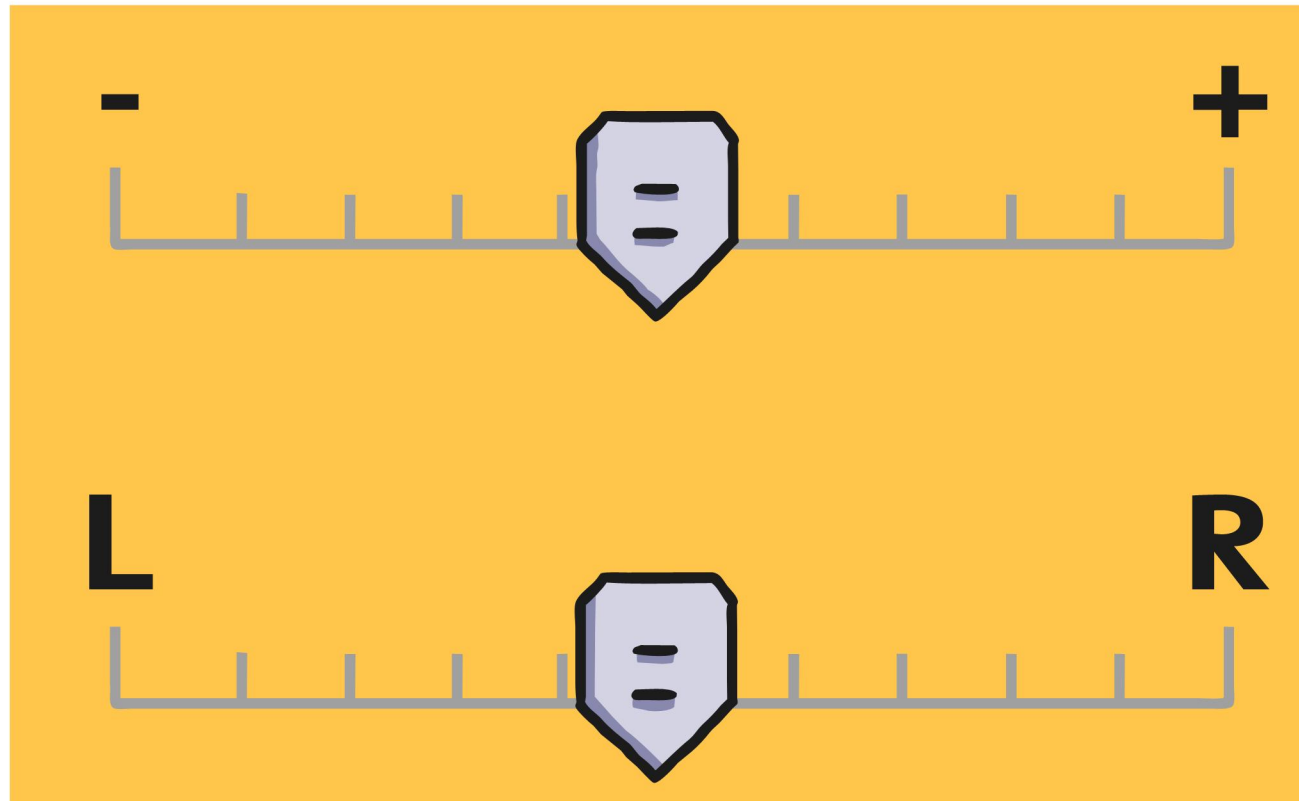


mute



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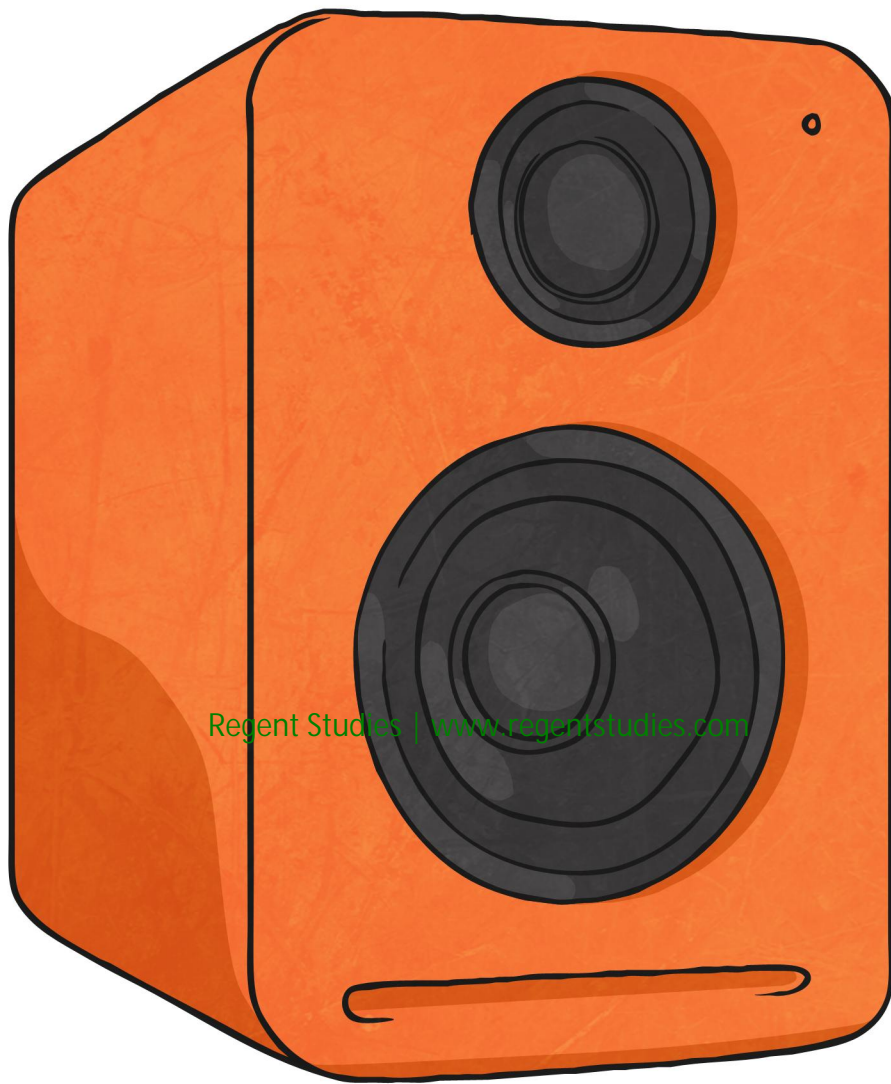
gain



podcast



output



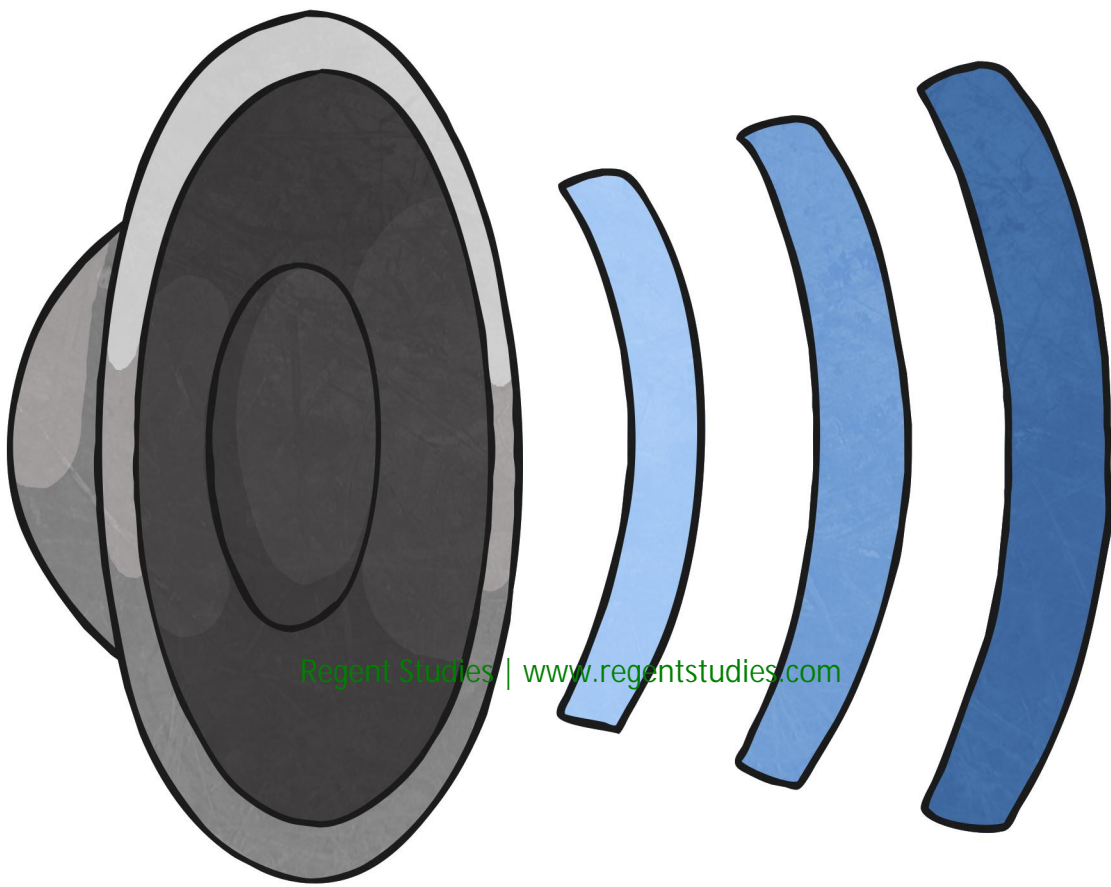
Regent Studies | www.regentstudies.com

input

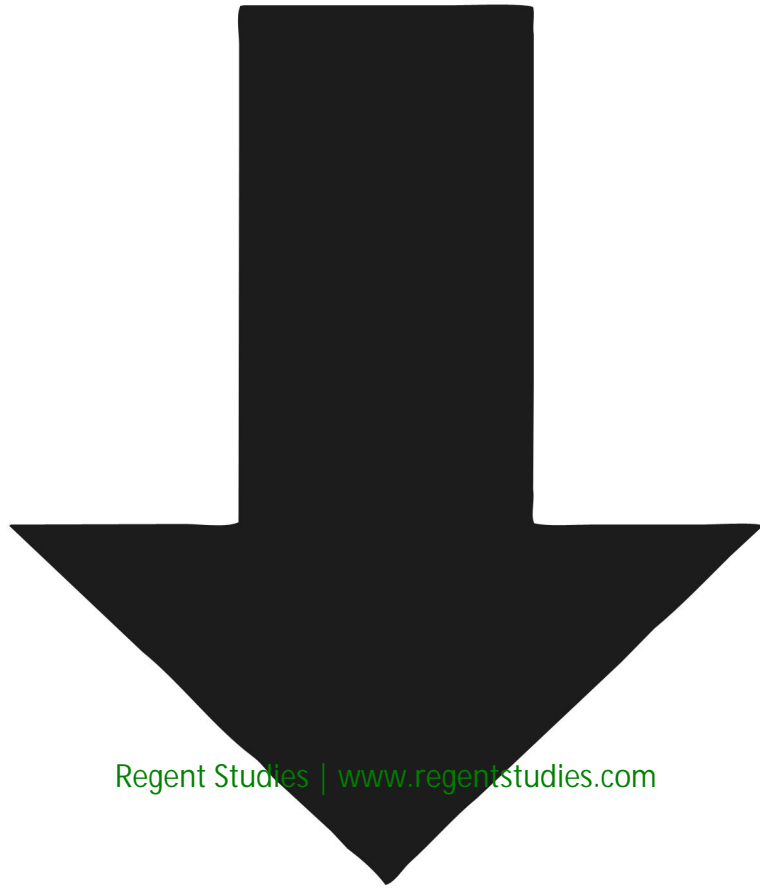


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sound



download



Regent Studies | www.regentstudies.com



voiceover



jingle

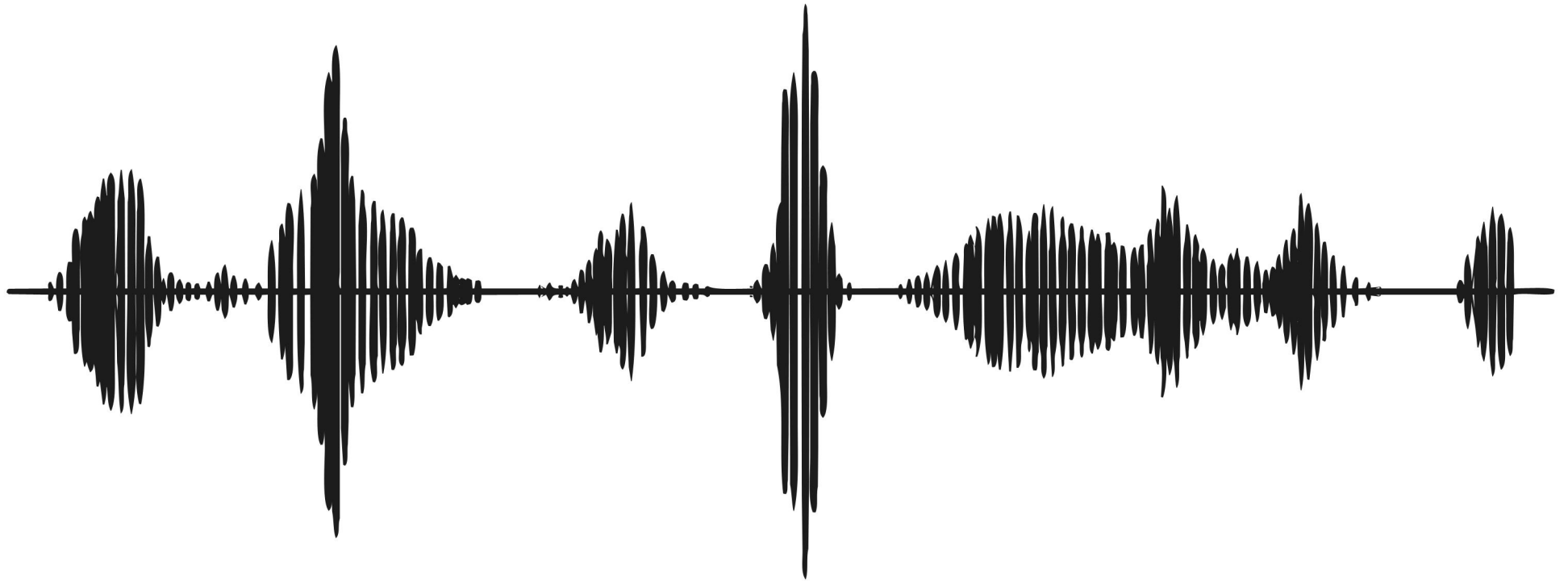


audio



Regent Studies | www.regentstudies.com

waveform



edit



Regent Studies | www.regentstudies.com

0:03:49

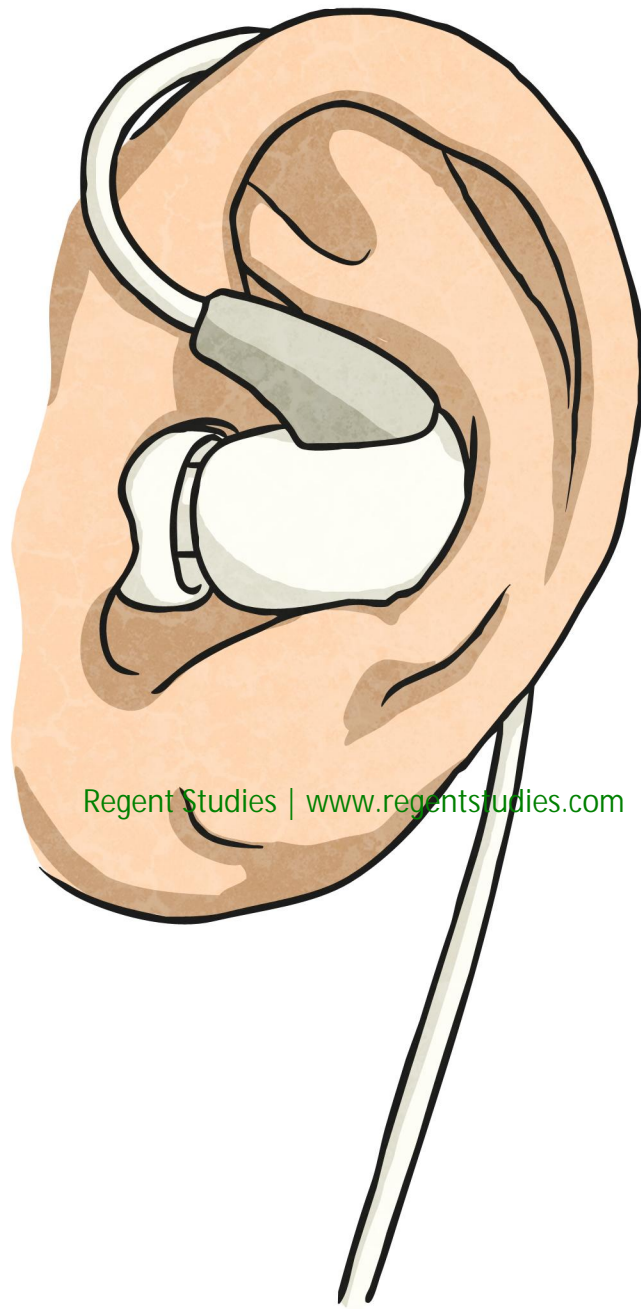
L R

The image displays a digital audio workstation (DAW) interface. At the top, the word "edit" is written in a large, black, sans-serif font. Below this is a waveform editor showing two channels of audio. The waveform is primarily orange, but a central segment is highlighted in blue, indicating it is selected for editing. A vertical white line marks the end of the selected segment. Below the waveform is a control bar with several circular buttons: a double left arrow (stop), a red circle (record), an orange square (stop), a green right arrow (play), and a double right arrow (next). To the right of these buttons is a digital time display showing "0:03:49". Further right are two level meters for the left (L) and right (R) channels, each with a scale from - to + and a central indicator.

backing track

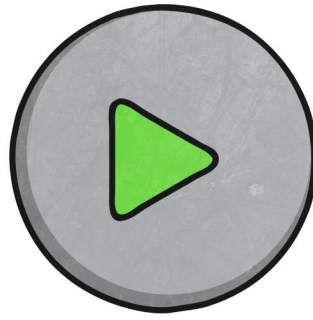


listen

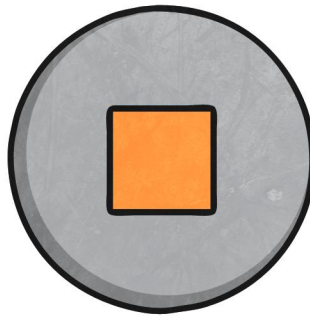


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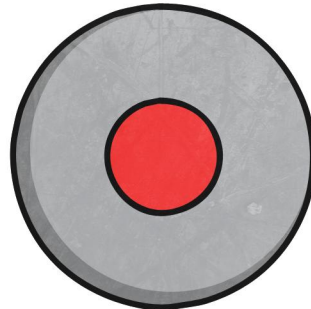
play



stop



record



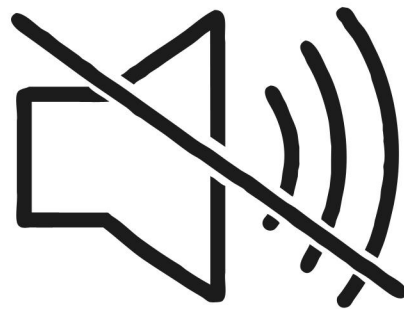
skip



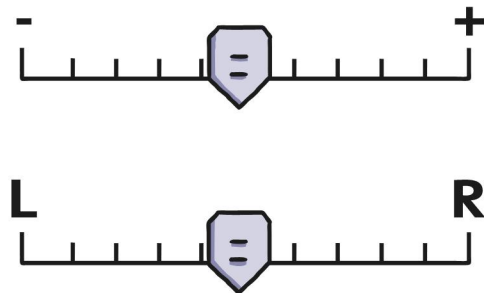
digital content



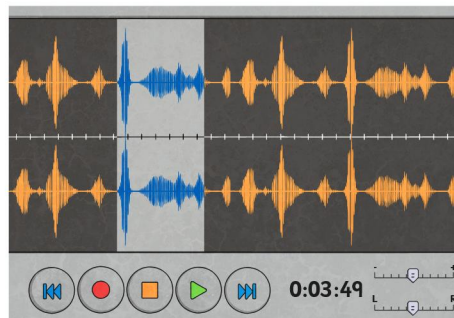
mute



gain



edit



podcast



output



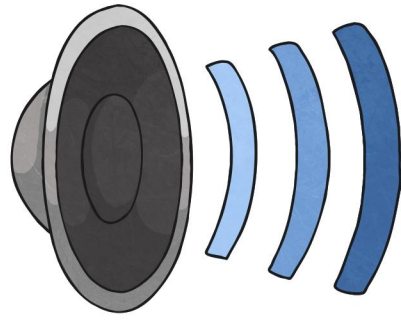
input



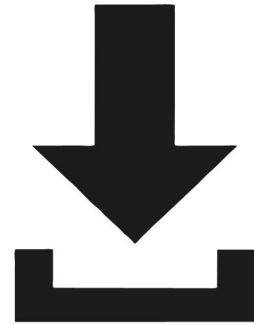
backing track



sound



download

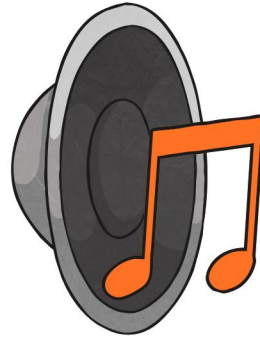


jingle



rehearse

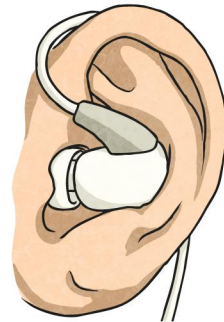
audio



voiceover



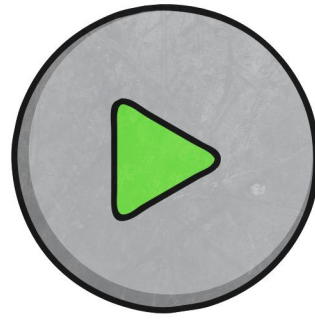
listen



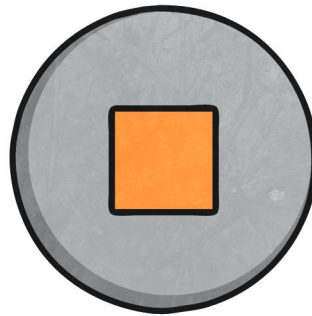
waveform



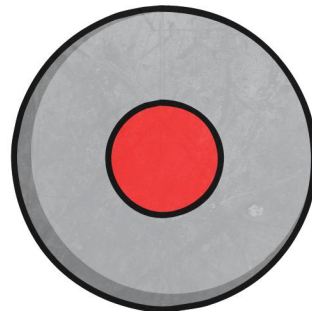
play



stop



record



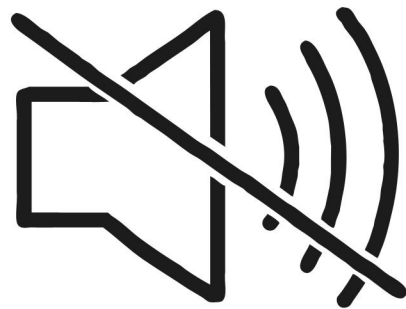
skip



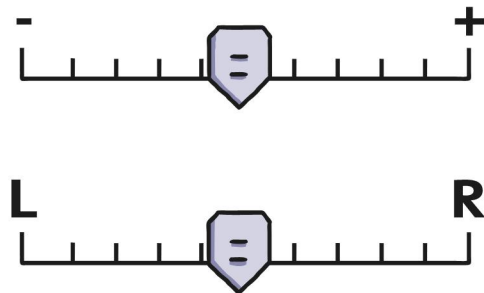
digital content



mute



gain



edit



podcast



output



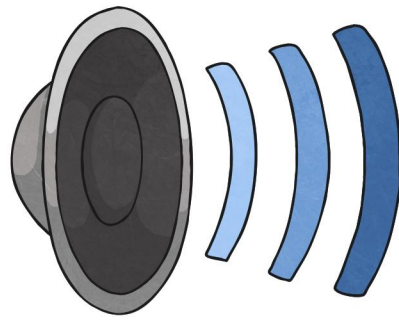
input



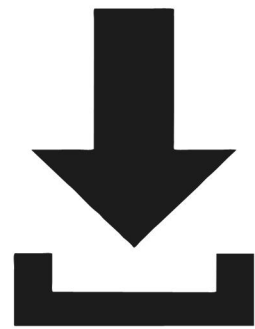
backing track



sound



download



jingle



rehearse

audio



voiceover



listen



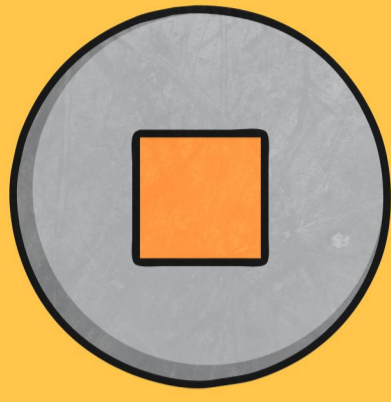
waveform



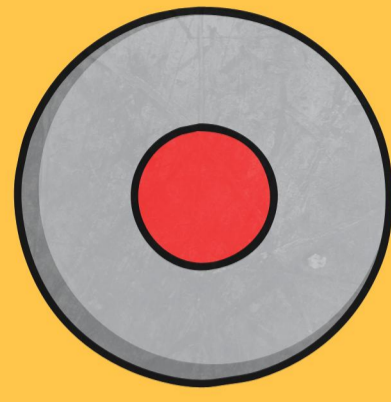
Radio Station



play



stop



record



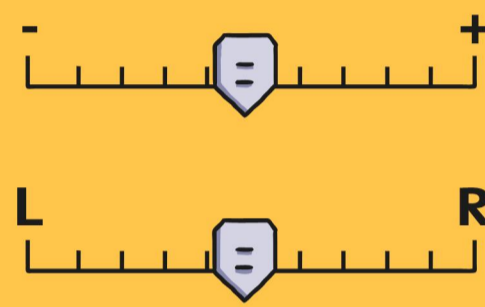
skip



digital content



mute



gain



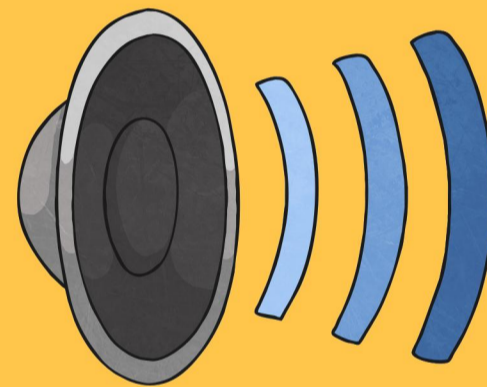
podcast



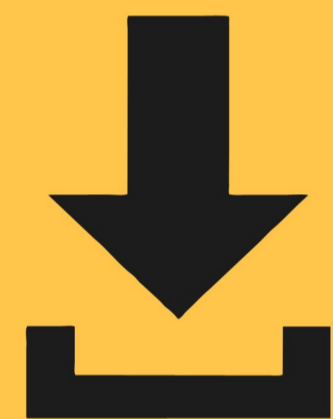
output



input



sound



download



voiceover



jingle



audio



waveform

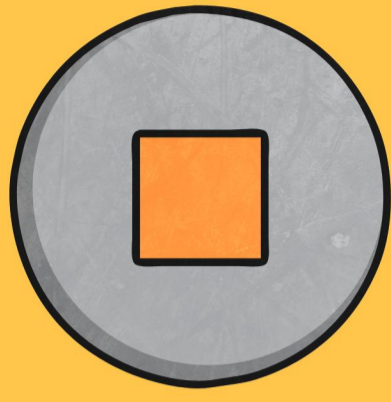


edit

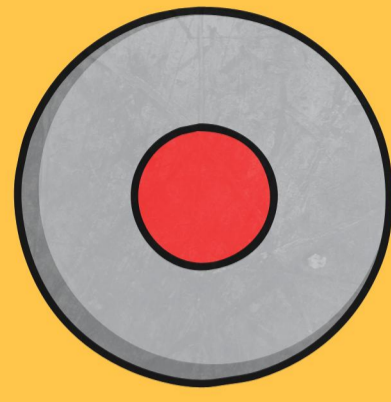
Radio Station



play



stop



record



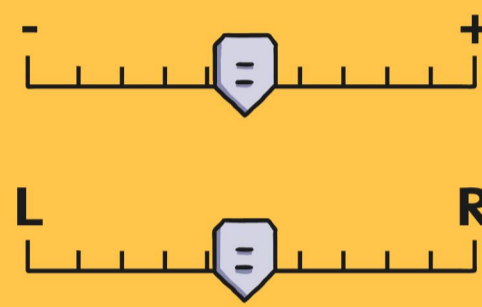
skip



digital content



mute



gain



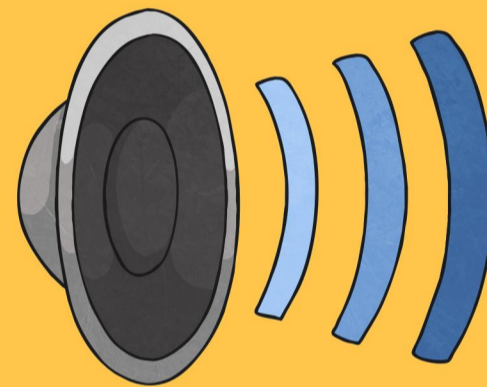
podcast



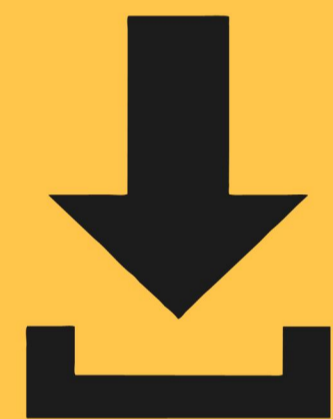
output



input



sound



download



voiceover



jingle



audio



waveform



edit

Radio Station

i s o i e s o u n d n b
n t a p o d c a s t v r
p o e s m w f e o q i t
u p n a u d i o h k o u
t r l c k a o h j r e p
c c a i g l g a i e u t
y d h s b a l j d c w u
c a j k f s i h f o h o
t k l i c b s n s r d p
e e s p s h e r s d r a
c c f f a h s o g a u n
u m u t e f i e d i t q

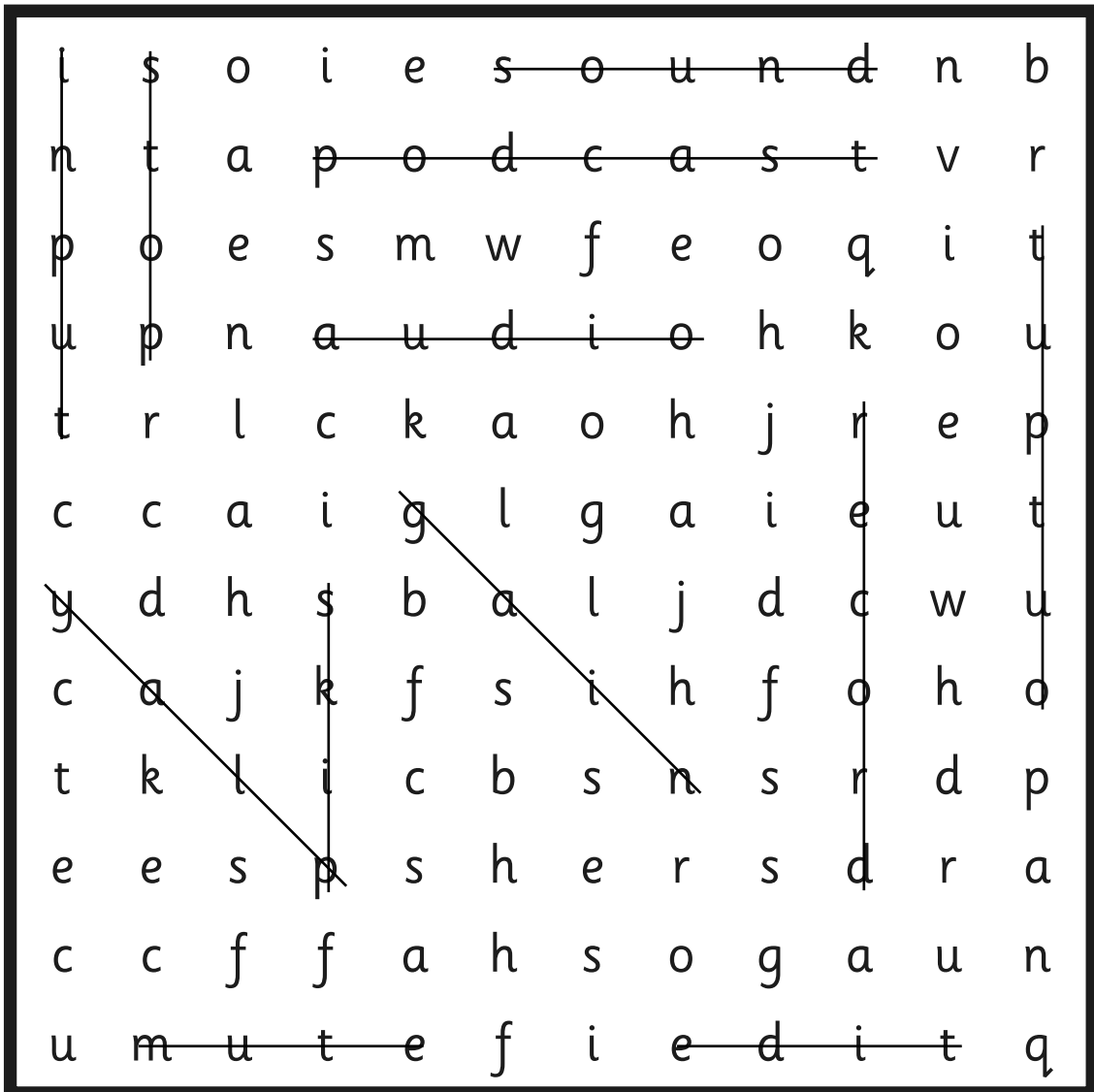
audio	sound
record	input
edit	output
play	mute
stop	gain
skip	podcast

Radio Station

b g d r r e c o r d a p
a p o d c a s t u h v h
c e d a o l n w o d o i
k s r o l t e f s w i n
i c e p i u i r n a c p
n p h l s p s h u v e u
g p e a t t g d f e o t
t o a y e u i u c f v e
r t r k n o v j a o e o
a s s j i n g l e r r d
c l e f b s o a o m p i
k v s o u n d m e d i t

backing track	rehearse
waveform	voiceover
sound	download
audio	listen
record	jingle
input	edit
output	play
podcast	stop

Radio Station



audio

record

edit

play

stop

skip

sound

input

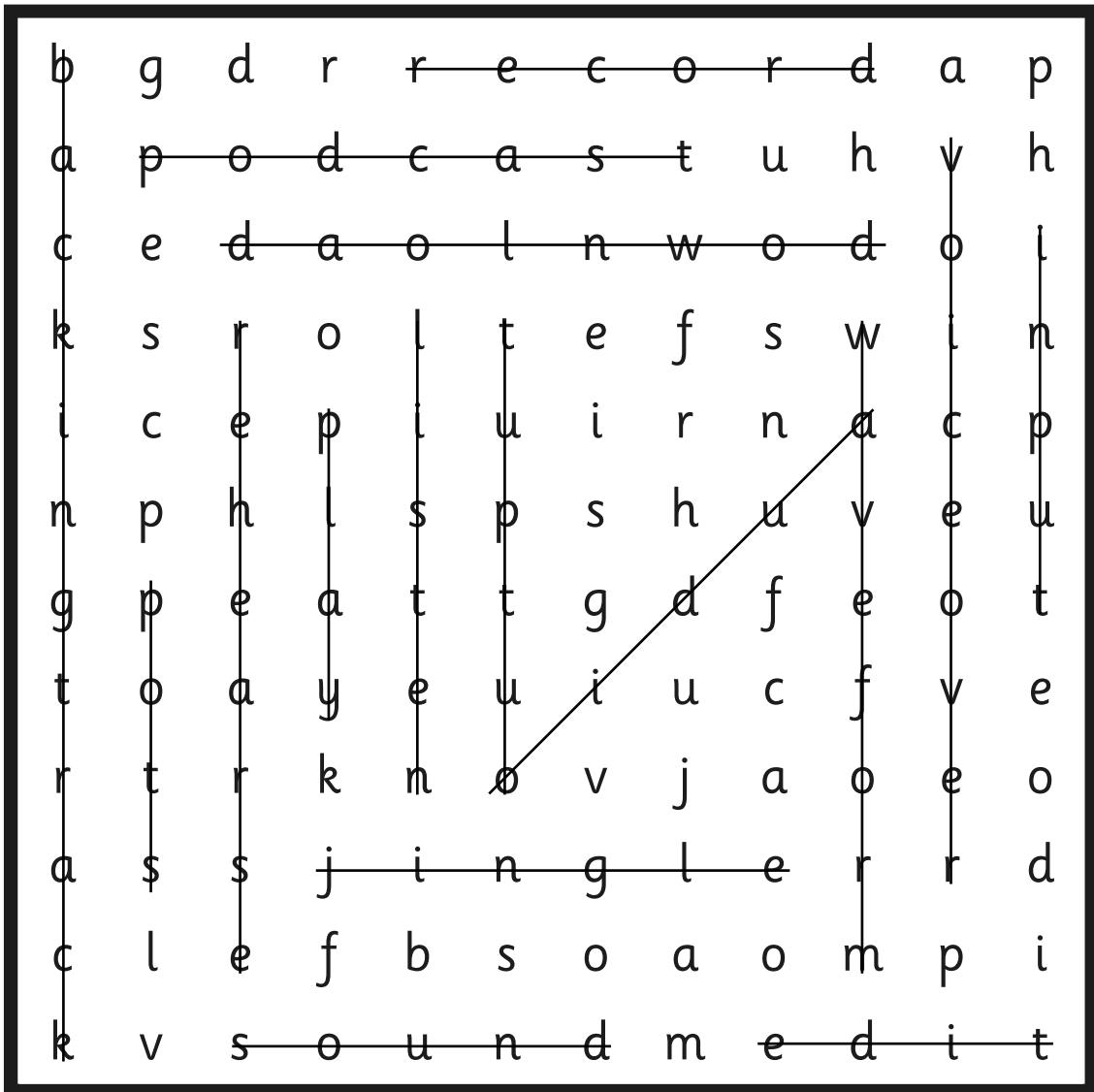
output

mute

gain

podcast

Radio Station



backing track

waveform

sound

audio

record

input

output

podcast

rehearse

voiceover

download

listen

jingle

edit

play

stop

Radio Station

i s o i e s o u n d n b
n t a p o d c a s t v r
p o e s m w f e o q i t
u p n a u d i o h k o u
t r l c k a o h j r e p
c c a i g l g a i e u t
y d h s b a l j d c w u
c a j k f s i h f o h o
t k l i c b s n s r d p
e e s p s h e r s d r a
c c f f a h s o g a u n
u m u t e f i e d i t q

audio
record
edit
play
stop
skip

sound
input
output
mute
gain
podcast

Radio Station

b g d r r e c o r d a p
a p o d c a s t u h v h
c e d a o l n w o d o i
k s r o l t e f s w i n
i c e p i u i r n a c p
n p h l s p s h u v e u
g p e a t t g d f e o t
t o a y e u i u c f v e
r t r k n o v j a o e o
a s s j i n g l e r r d
c l e f b s o a o m p i
k v s o u n d m e d i t

backing track

waveform

sound

audio

record

input

output

podcast

rehearse

voiceover

download

listen

jingle

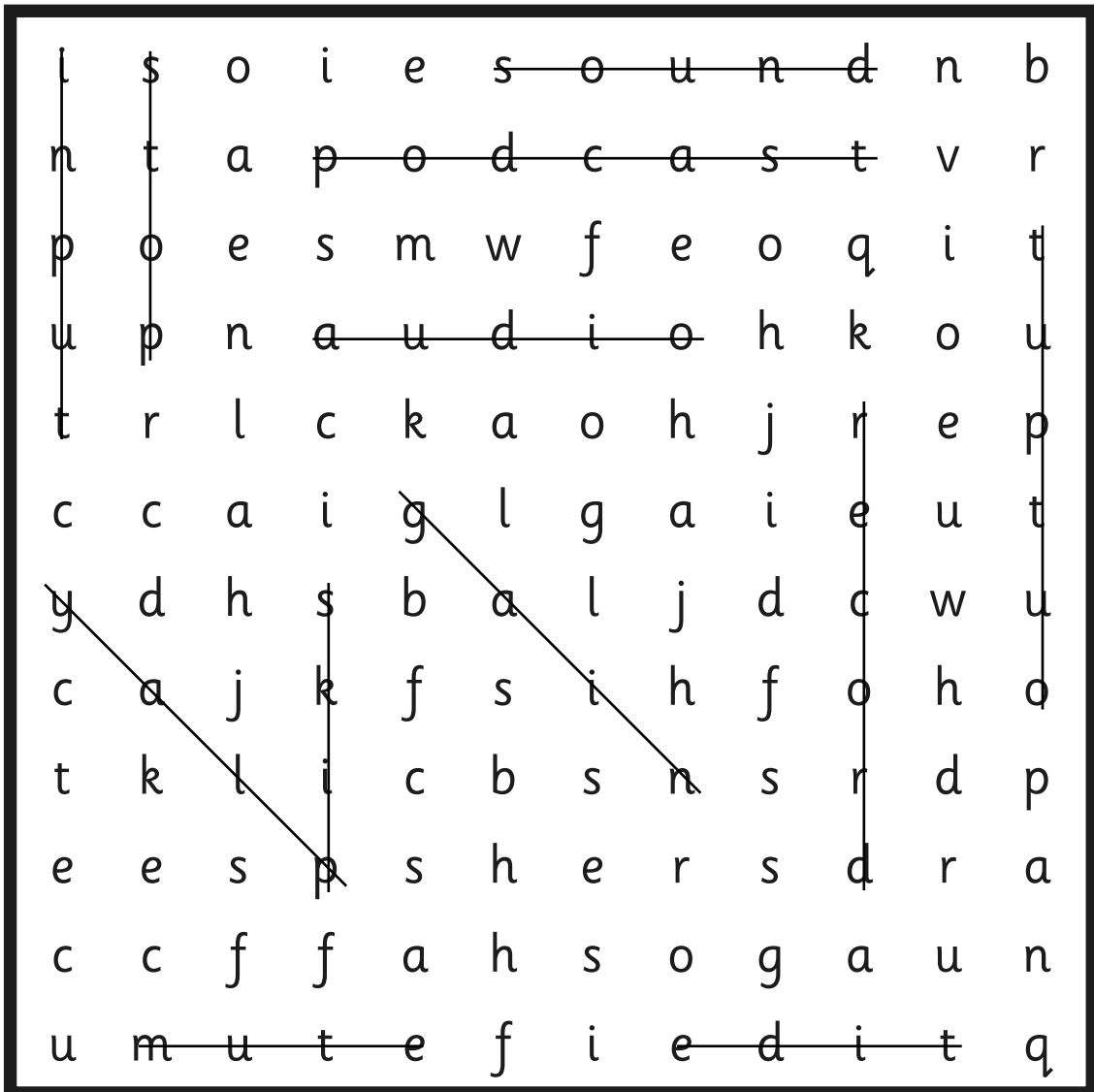
edit

play

stop



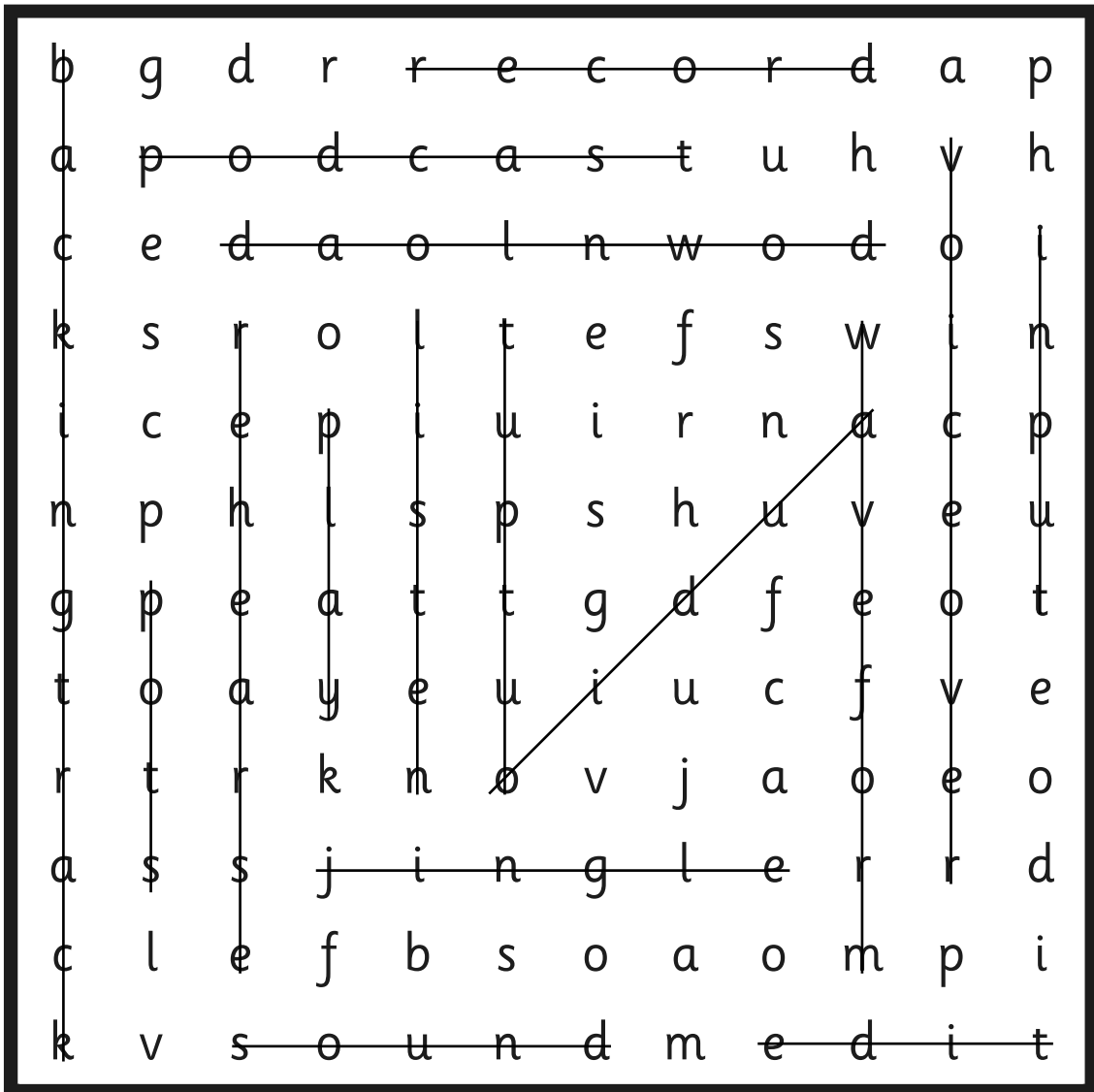
Radio Station



audio
record
edit
play
stop
skip

sound
input
output
mute
gain
podcast

Radio Station



backing track

waveform

sound

audio

record

input

output

podcast

rehearse

voiceover

download

listen

jingle

edit

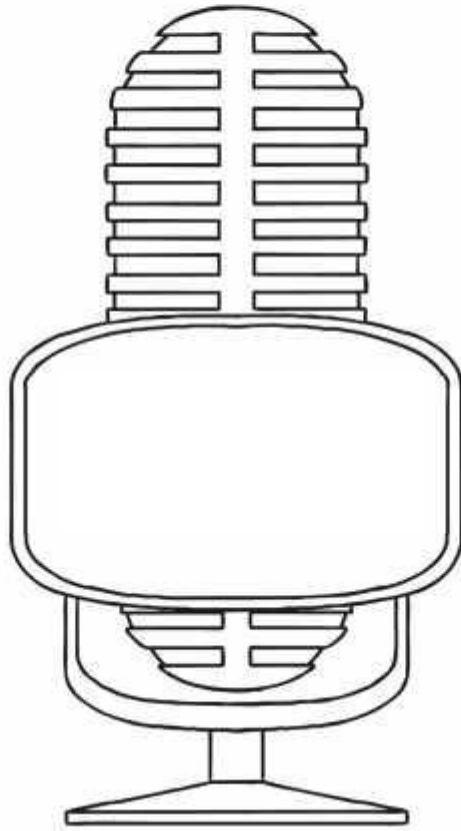
play

stop

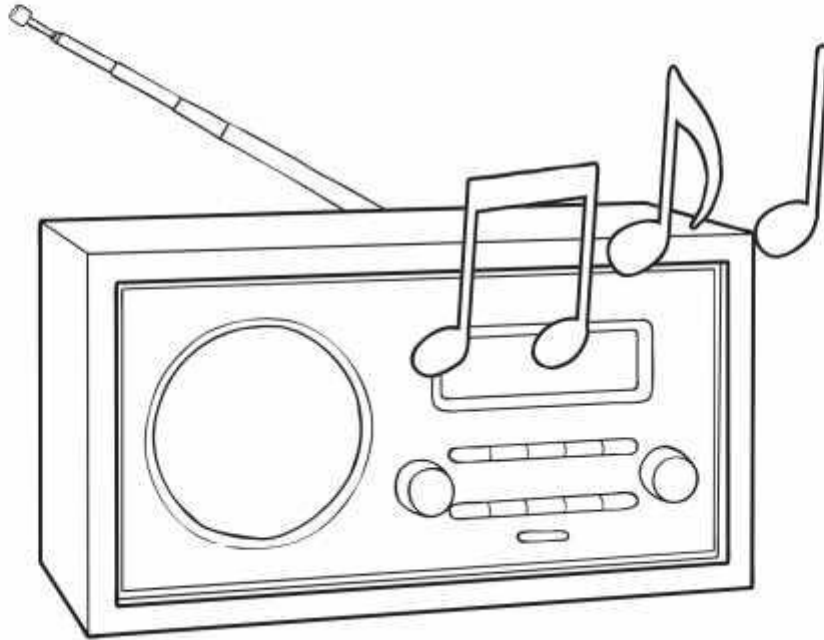
Insert text here



Insert text here



Insert text here



Insert text here



Insert text here



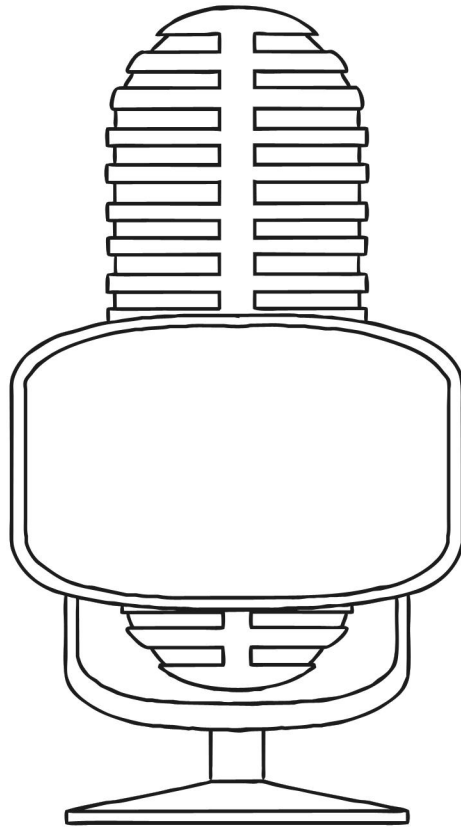
Insert text here

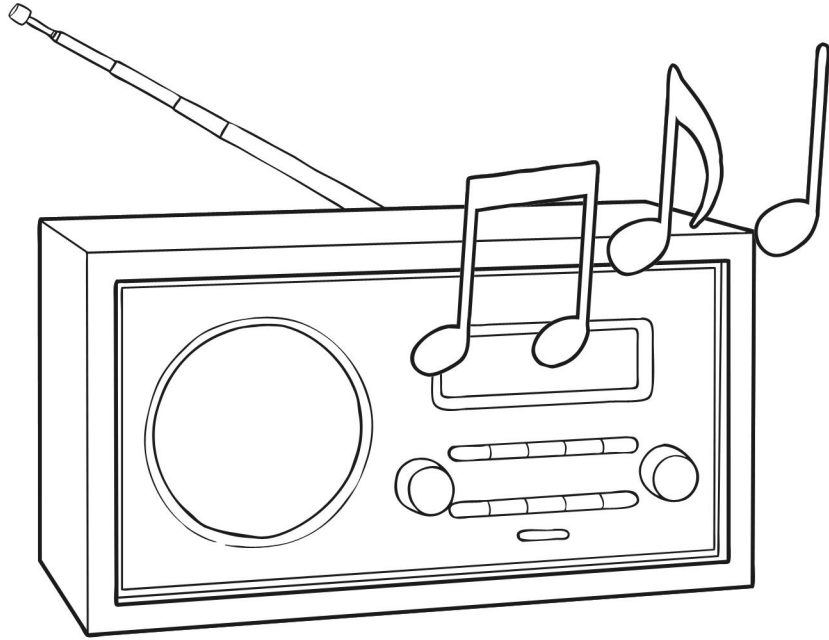


Insert text here



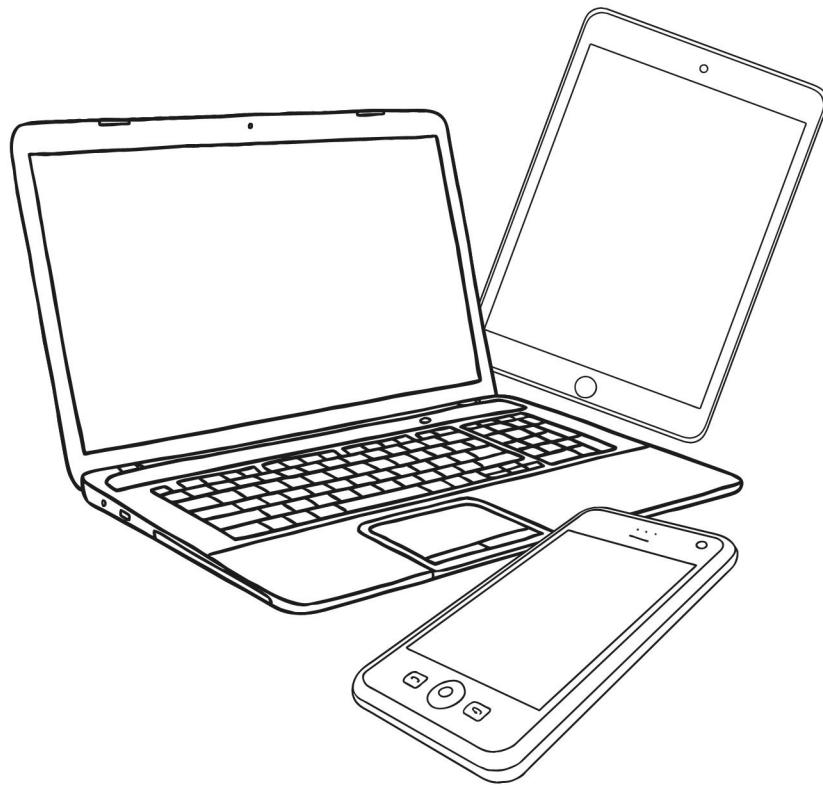






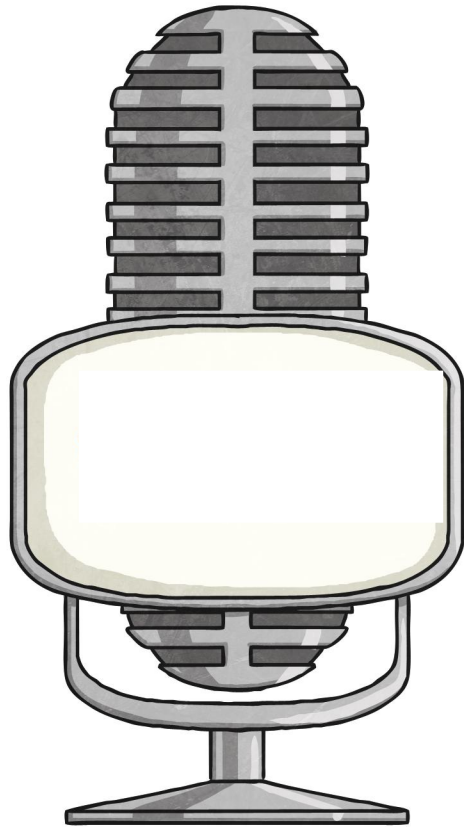


















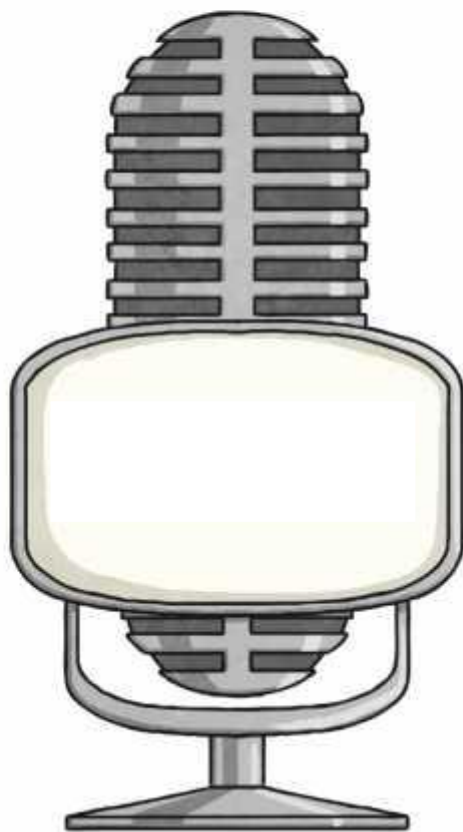




Insert text here



Insert text here



Insert text here



Insert text here



Insert text here



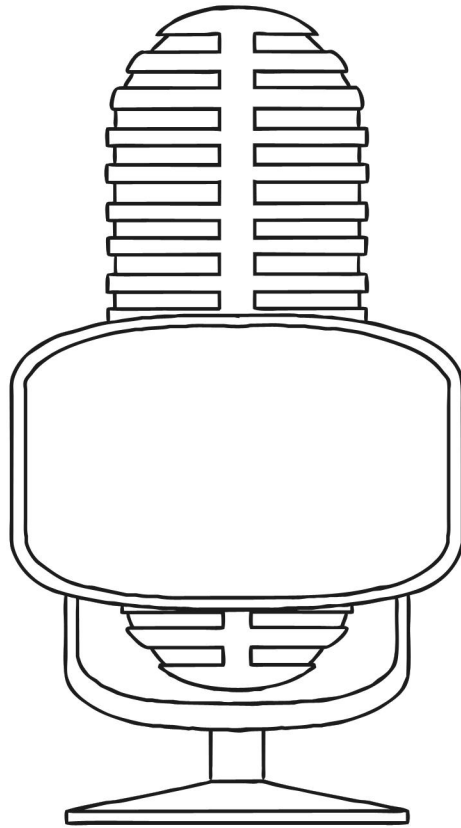
Insert text here

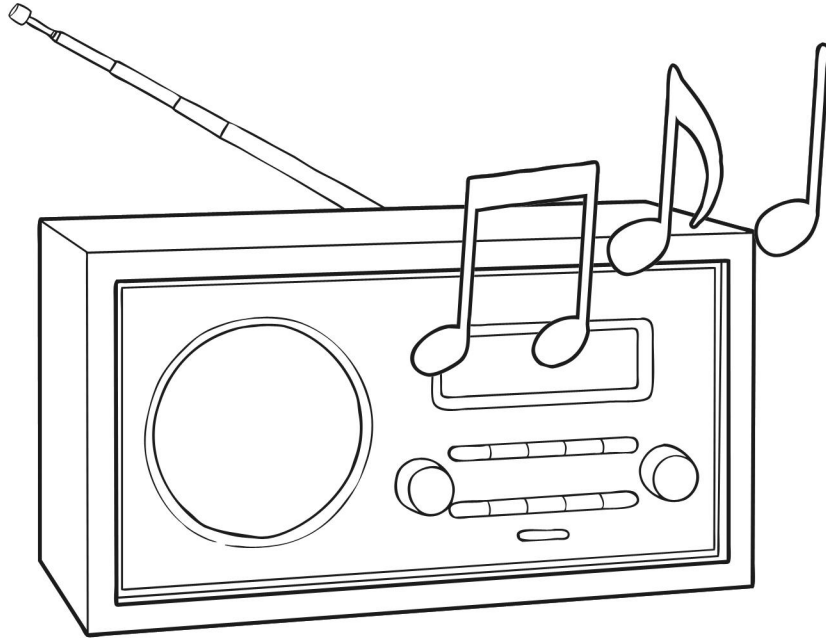


Insert text here



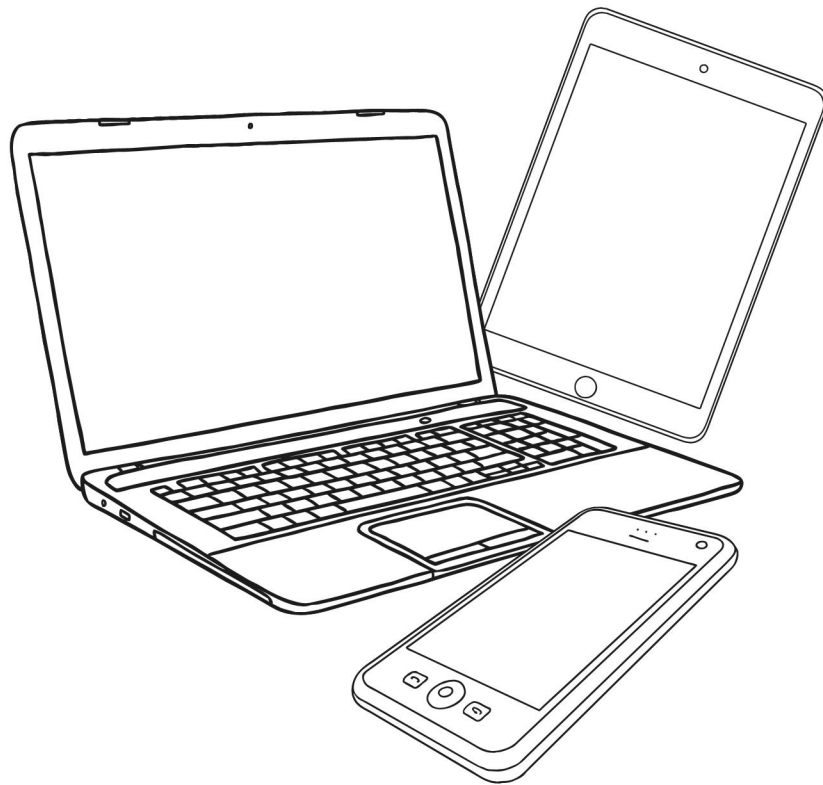






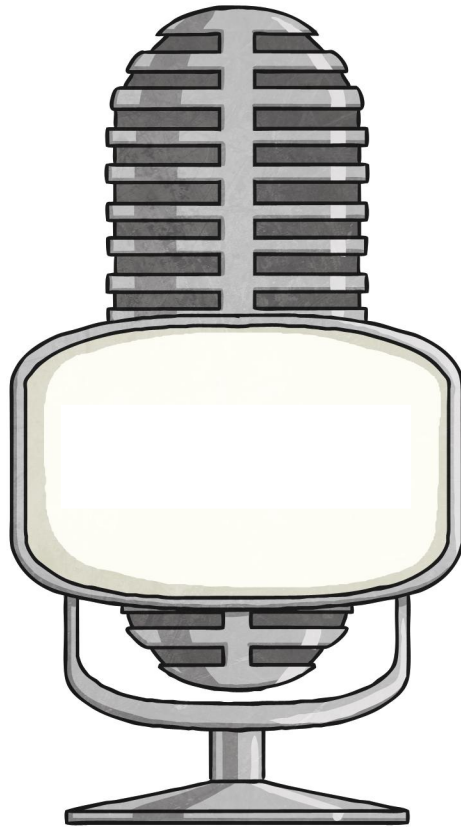














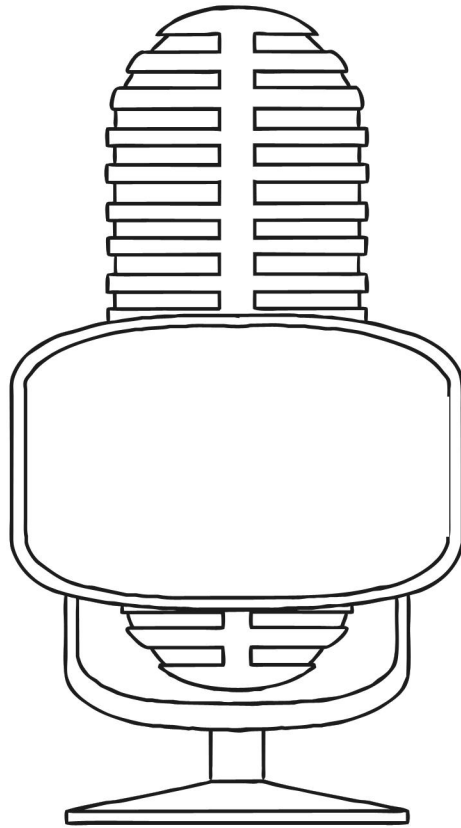






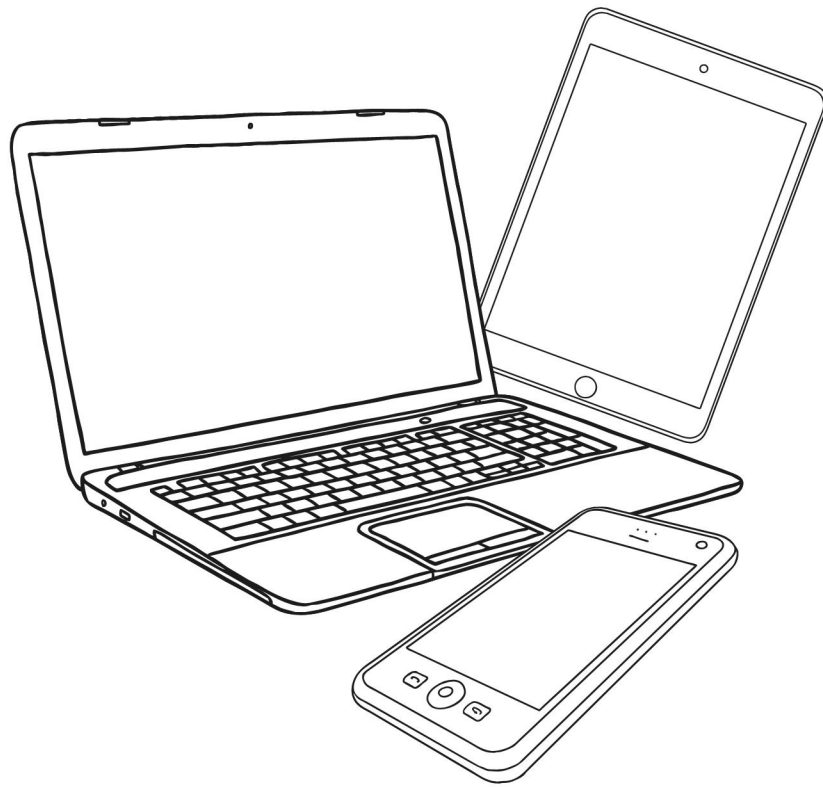






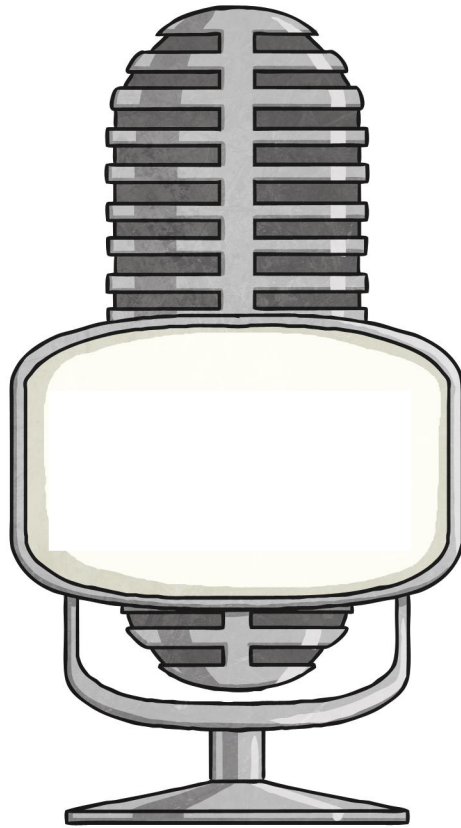




















End of Unit Assessment | Computing | Year 5 | Radio Station

All	Most	Some
<p>Record and play their own sounds in recording software, import an existing sound file into recording software to play, choose appropriate software for sound recording, plan and record a radio advert.</p>	<p>Listen to and improve on their own recordings by re-recording, locate and download existing sound files to be imported into recording software, combine two or more tracks to make a new, original recording, plan and record appropriate audio content for a podcast, evaluate what features makes good quality audio content.</p>	<p>Enhance sound recordings using software effects, be discerning about the digital content of existing sound files and their suitability, rehearse and improve script ideas based on their own evaluation, present audio information confidently and clearly.</p>
33%	33%	33%
<p>Name Name Name Name</p>	<p>Name Name Name Name</p>	<p>Name Name Name Name</p>

End of Unit Assessment | Computing | Year 5 | Radio Station

Insert a character against the criteria the child has met. If they have not met the criteria leave it blank.

		Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	% of class		
% met by child		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Has the child met the all and most statements?		n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	0%	
All	Record and play their own sounds in recording software.																																				0%	
	Import an existing sound file into recording software to play.																																					0%
	Choose appropriate software for sound recording.																																					0%
	Plan and record a radio advert.																																					0%
Most	Listen to and improve on their own recordings by re-recording.																																					0%
	Locate and download existing sound files to be imported into recording software.																																					0%
	Combine two or more tracks to make a new, original recording.																																					0%
	Plan and record appropriate audio content for a podcast.																																					0%
	Evaluate what features makes good quality audio content.																																					0%
Some	Enhance sound recordings using software effects.																																					0%
	Be discerning about the digital content of existing sound files and their suitability.																																					0%
	Rehearse and improve script ideas based on their own evaluation.																																					0%
	Present audio information confidently and clearly.																																					0%

End of Unit Assessment | Computing | Year 5 | Radio Station

Lesson Aim		Success Criteria																																						
		Insert a character against the criteria the child has met. If they have not met the criteria leave it blank.																																						
		Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name		
% met by child		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
1	I can use software to create my own sounds by recording, editing and playing.																																						0%	
	I can name different devices (including input and output) used for sound recording.																																							0%
	I can use a digital device to record my own voice.																																							0%
	I can play back the recording and listen to it.																																							0%
	I can delete and re-record sounds.																																							
2	I can combine audio effects to create an original radio jingle.																																							0%
	I can import existing sounds.																																							0%
	I can record my own voiceover in the style of a jingle.																																							0%
	I can rehearse timings to combine two audio tracks.																																							0%
	I can add effects to enhance a track.																																							0%
3	I can research and plan digital content for a radio podcast.																																							0%
	I can choose and use appropriate software for sound recording.																																							0%
	I can describe what is meant by a podcast.																																							0%
	I can plan appropriate audio information to use.																																							0%
	I can rehearse and improve script ideas.																																							0%
4	I can use software to create and present digital content for a radio podcast.																																							0%
	I can choose and use appropriate software for sound recording.																																							0%
	I can evaluate what features make good quality audio content.																																							0%
	I can present audio information confidently and clearly.																																							0%
	I can evaluate and improve my recordings.																																							0%
5	I can design and record a persuasive radio advert for a product or service.																																						0%	
	I can evaluate what makes a good advert.																																						0%	
	I can plan the features of a good advert.																																						0%	
	I can use recording skills to record and present my own advert.																																						0%	
	I can analyse and identify improvements to an advert.																																						0%	
6	I can present and evaluate audio content.																																						0%	
	I can present audio content for broadcast or download.																																						0%	
	I can identify positive features of audio content for radio.																																						0%	
	I can suggest improvements to audio content for radio.																																						0%	
	I can compare and contrast audio content for radio.																																						0%	

NC Aims Covered in the Radio Station Unit

Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

I can...

Computing | Year 5 | Radio Station

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
I can use software to create my own sounds by recording, editing and playing.	I can combine audio effects to create an original radio jingle.	I can research and plan digital content for a radio podcast.	I can use software to create and present digital content for a radio podcast.	I can design and record a persuasive radio advert for a product or service.	I can present and evaluate audio content.
I can name different devices (including input and output) used for sound recording.	I can import existing sounds.	I can choose and use appropriate software for sound recording.	I can choose and use appropriate software for sound recording.	I can evaluate what makes a good advert.	I can present audio content for broadcast or download.
I can use a digital device to record my own voice.	I can record my own voiceover in the style of a jingle.	I can describe what is meant by a podcast.	I can evaluate what features make good quality audio content.	I can plan the features of a good advert.	I can identify positive features of audio content for radio.
I can play back the recording and listen to it.	I can rehearse timings to combine two audio tracks.	I can plan appropriate audio information to use.	I can present audio information confidently and clearly.	I can use recording skills to record and present my own advert.	I can suggest improvements to audio content for radio.
I can delete and re-record sounds.	I can add effects to enhance a track.	I can rehearse and improve script ideas.	I can evaluate and improve my recordings.	I can analyse and identify improvements to an advert.	I can compare and contrast audio content for radio.

Computing: Radio Station

K

What I know

W

What I want to know

L

What I have learnt

Radio Station Research



You are preparing content for a new podcast that will be recorded and available for download.

Choose a topic that you could create your podcast about. Ideas may include:

- A report on a sports event.
- A report on other local event you have been to or been involved in.
- An informative piece about one of your favourite hobbies, games or interests.
- An interesting topic for debate.

Aim to include some interview questions too. You could even interview one of your friends or family members and record their answers.

Podcast title and content:

Interview questions and answers:



Radio Station Research



Choose a range of Radio Stations to research. You could listen on a regular radio, or maybe through your TV, computer or smart phone. Make some notes on your research under these headings:

Radio Stations or Shows Listened To

List stations, show titles, times or presenters.

Jingles / Adverts

Are there any catchy jingles or adverts? What do you notice about them?

Consider the voice/words/lyrics, the length of clips, the music/sounds. How are they used?

Content

What radio shows or other content did you hear? For example: news, sports, weather, live concerts, interviews, phone-ins, competitions, quizzes?

Your Opinion













What did you enjoy listening to and what was boring? Which stations, shows or content would you recommend and why?

Computing: Audacity

<p>Aim: Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children use Audacity software as an introduction to sound recording.</p> <p>I can use software to create my own sounds by recording, editing and playing.</p>	<p>Success Criteria: I can name different devices (including input and output) used for sound recording. I can use a digital device to record my own voice I can play back the recording and listen to it. I can delete and re-record sounds.</p>	<p>Resources: Lesson Pack PC /laptop Speakers/headphones Built-in or plug-in microphone</p>
	<p>Key/New Words: Sound, audio, record, edit, play stop, skip, waveform, input, output.</p>	<p>Preparation: Audacity installed on computers Differentiated Recording Sounds Activity Sheet - as required Toolbar Help Activity Sheet - as required Track Help Activity Sheet - as required</p>

Prior Learning: It will be helpful if children have used a variety of software before this lesson although they do not need prior experience of sound recording.

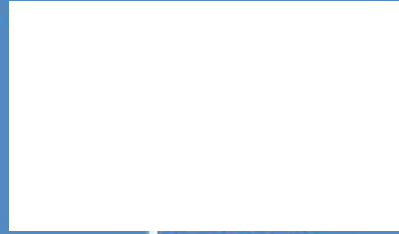
Learning Sequence

	<p>Digital Recording Devices: What devices are used to record sound? Allow children to discuss and try to extract suggestions including computer, phone, answering machine, digital voice recorders (microphones may well be mentioned and these are one part of some of the afore-mentioned devices). What input and output are needed to record and listen to sound with a computer? Establish the need for a microphone (input) and either speakers or headphones (output).</p>	
	<p>Using Audacity: Audacity is one example of recording software that can be used on a PC or laptop. Specialist software allows a user to record and then edit sounds. More advanced features include: adding effects, changing properties (e.g. speed, volume, pitch) and layering multiple audio tracks.</p>	
	<p>Record and Playback: Show the Audacity toolbar and demonstrate how to use the basic buttons: record, stop and play.</p>	
	<p>Recording Demo: Can children record, playback and edit and sounds?</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="210 1400 766 1579">  <p>Experiment with first recording using Recording Sounds Activity Sheet for prompts. Record, Play, Delete and Save. Use the Toolbar Help Activity Sheet or Track Help Activity Sheet for further guidance.</p> </div> <div data-bbox="817 1400 1372 1601">  <p>Experiment with first recording using Recording Sounds Activity Sheet for prompts. Also use pause, edit sections of tracks, echo effect and background effects. Use the Toolbar Help Activity Sheet or Track Help Activity Sheet for further guidance.</p> </div> </div>	
	<p>Play and Share: Play back any clips that children are wanting and willing to share. Are there any original effects or sounds that anyone has made? Can anyone share a feature or process they discovered and teach everyone else how it's done?</p>	

Taskit

Recordit: Record a series of clues about a person or an object. Play one at a time or pause in between to see if someone can else can guess who/what the clues are about.

Singit: Try recording your own singing track. You could even add your own backing vocals as a separate track!

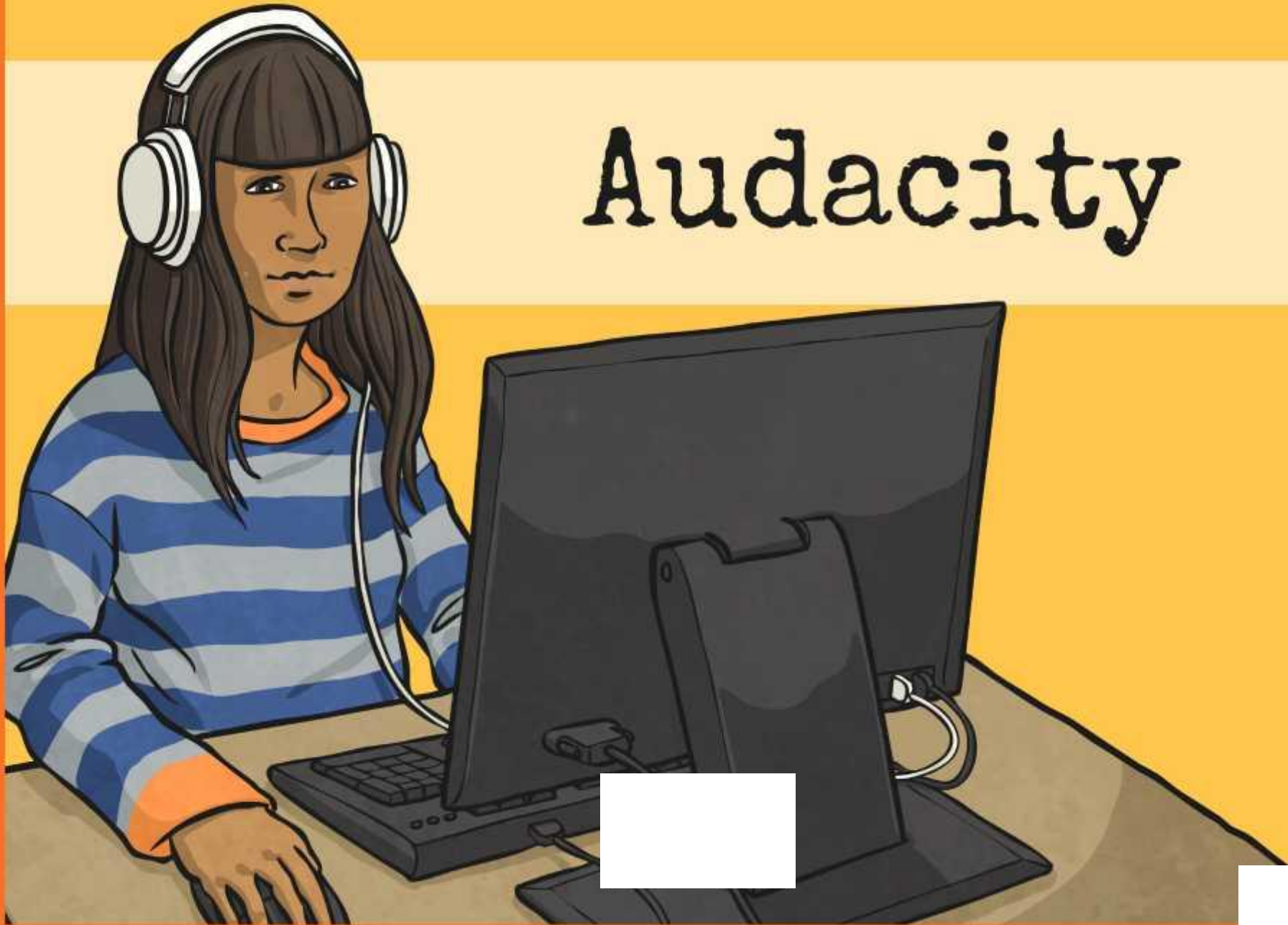


Computing

Radio Station

Computing | Year 5 | Radio Station | Audacity | Lesson 1

Audacity



Aim

- I can use software to create my own sounds by recording, editing and playing.

Success Criteria

- I can name different devices (including input and output) used for sound recording.
- I can use a digital device to record my own voice.
- I can play back the recording and listen to it.
- I can delete and re-record sounds.

Digital Recording Devices



What devices are used to record sound?
Suggestions may include:



Computer

Digital
voice
recorders



Answer machine



Phone

What input and
output are needed
to record and listen
to sound with a
computer?

We need a microphone (input) and...



...either speakers or headphones (output).

Using Audacity

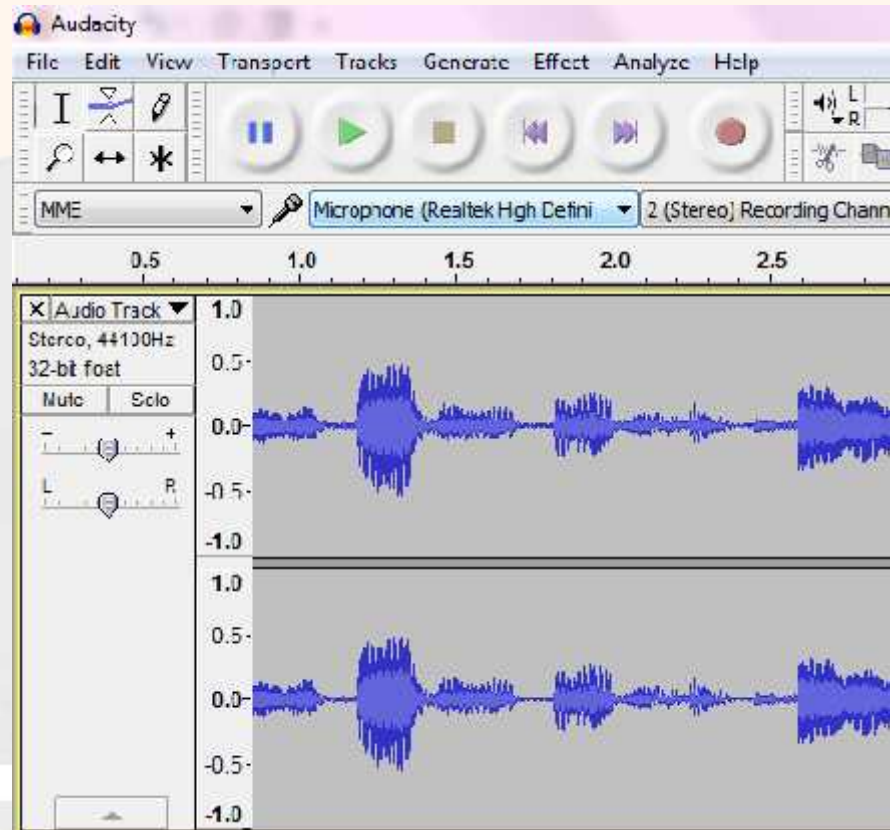
Audacity is one example of recording software that can be used on a PC or laptop. Specialist software allows you to record and then edit sounds.

More advanced features include:

Adding effects.

Changing properties (e.g. speed, volume, pitch).

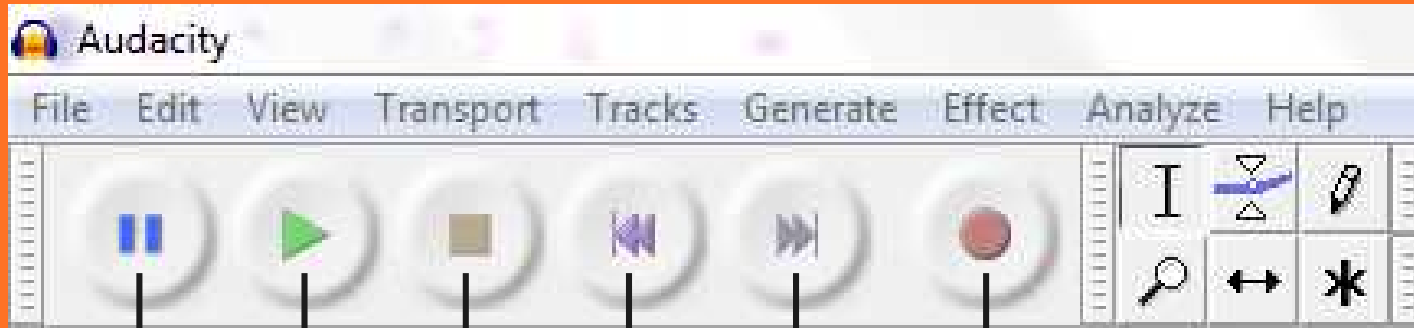
Layering multiple audio tracks.



Record and Playback

This is the Audacity main toolbar.

What do you think each of the big buttons are for?



pause

stop

skip to
end

play

skip to
start

record

Recording Demo



Try out the features for yourself.

Can you record, playback and edit your own voice and other sounds?

Recording Sounds

Start Record
To start recording, click on the Record button.

- Click on the Record button.
- Click on the microphone icon. (You can also click on the microphone icon.)
- Click on the Stop button.
- Click on the Play button.

Record and Import
If you want to record a sound, click on the Record button. You can also click on the microphone icon. You can also click on the microphone icon. You can also click on the microphone icon.

Name Your Trace
When you are happy with your recording, click on the Name button. You can also click on the Name button. You can also click on the Name button.

Editing and Deleting Effects
You can edit your recording by clicking on the Edit button. You can also click on the Edit button. You can also click on the Edit button.

What has been recorded?
You can see what has been recorded by clicking on the What has been recorded? button. You can also click on the What has been recorded? button. You can also click on the What has been recorded? button.

Save Your Work
You can save your recording by clicking on the Save button. You can also click on the Save button. You can also click on the Save button.

Recording Sounds

Start Record
To start recording, click on the Record button.

- Click on the Record button.
- Click on the microphone icon. (You can also click on the microphone icon.)
- Click on the Stop button.
- Click on the Play button.

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Save Your Work
You can save your recording by clicking on the Save button. You can also click on the Save button. You can also click on the Save button.

Use the Recording Sounds Activity Sheet for prompts.

Play and Share



We will play back a selection of clips that have been created.



Can anyone share a feature or process that they have discovered and teach everyone else how it's done?

Are there any original effects or sounds that anyone has made?

Aim



- I can use software to create my own sounds by recording, editing and playing.

Success Criteria

- I can name different devices (including input and output) used for sound recording.
- I can use a digital device to record my own voice.
- I can play back the recording and listen to it.
- I can delete and re-record sounds.



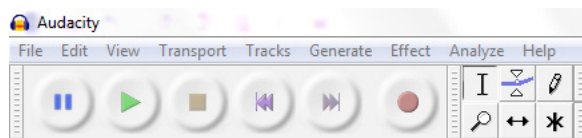


Recording Sounds

Quick Record

Practise recording a new voice track.

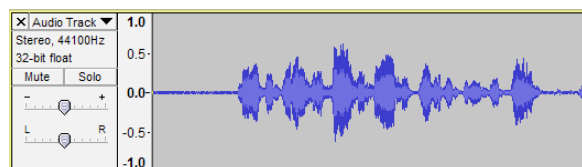
- Press the Record button.
- Speak clearly into the microphone. Say 'Testing 1, 2, 3. Welcome to my demo recording'.
- Press the Stop button.
- Listen back to your recording by pressing the Play button.



Re-record and Improve

If you make a mistake or want to redo your recording to make a better job, you can delete and start again.

- Click on the cross at the top-left hand side of the waveform, next to 'Audio Track'.
- This will delete your entire track and you can follow the Quick Record steps above to re-record.



Name Your Track

When you are happy with your recording, click on 'Audio Track' to reveal the drop-down menu. Select Name and type a new track name 'Voice Demo'.

Editing and Creating Effects

Find the slider on the toolbar for Playback Speed. This changes the speed which your voice recording is played back.



- Try sliding to the right to playback at double-speed or 'Playback Speed 2.00x' (don't worry about getting it exact).
- Click Play on the main toolbar to see what it sounds like.
- Now try sliding to the left to playback at half-speed or 'Playback Speed 0.50x'.
- Click Play on the main toolbar to see what it sounds like.
- Experiment by trying any other settings in between.

What Else Can You Do?

Decide on your own new recording to make. You could introduce yourself and say something about your hobbies; you could act the part of a newsreader or do an impression!

After recording one track, press the Record button again to record another track which will play at the same time.

Saving Your Work

To save your Audacity project, just choose File and Save. You can then open it up at another time to continue working on it.

To save as a finished sound file that can be opened in other software, you need to choose File and Export Audio.

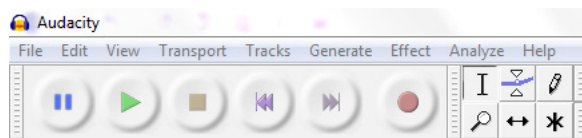


Recording Sounds

Quick Record

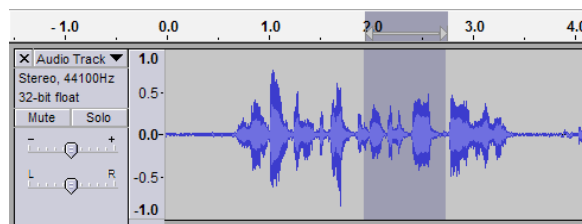
Practise recording a new voice track.

- Press the Record button.
- Speak clearly into the microphone. Say 'Testing 1, 2, 3. Welcome to my demo recording'.
- Press the Stop button if you've finished or use the Pause button to stop and carry on again.
- Listen back to your recording by pressing the Play button.



Re-record and Improve

- To delete and re-record your entire track, click on the cross at the top-left hand side of the waveform, next to 'Audio Track'.
- To delete a section of your recording, you can highlight, play that particular part and use the delete key or click Edit and Delete from the menu.



Name Your Track

When you are happy with your recording, click on 'Audio Track' to reveal the drop-down menu. Select Name and type a new track name 'Voice Demo'.

Editing and Creating Effects

Find the slider on the toolbar for Playback Speed. This changes the speed which your voice recording is played back.



- Try sliding to the right to playback at double-speed or 'Playback Speed 2.00x' (don't worry about getting it exact) or to the left to playback at half-speed or 'Playback Speed 0.50x'.
- Click Play on the main toolbar to see what it sounds like! Experiment by trying any other speed settings in between.
- Select the Effect menu and choose Echo to explore a different type of effect.

What Else Can You Do?

- Decide on your own new recording to make. You could introduce yourself and say something about your hobbies; you could act the part of a newsreader or do an impression!
- After recording one track, press the Record button again to record another track which will play at the same time.
- Try adding your own sound effect or background effect as the second track. You could whistle or hum a background tune.

Saving Your Work

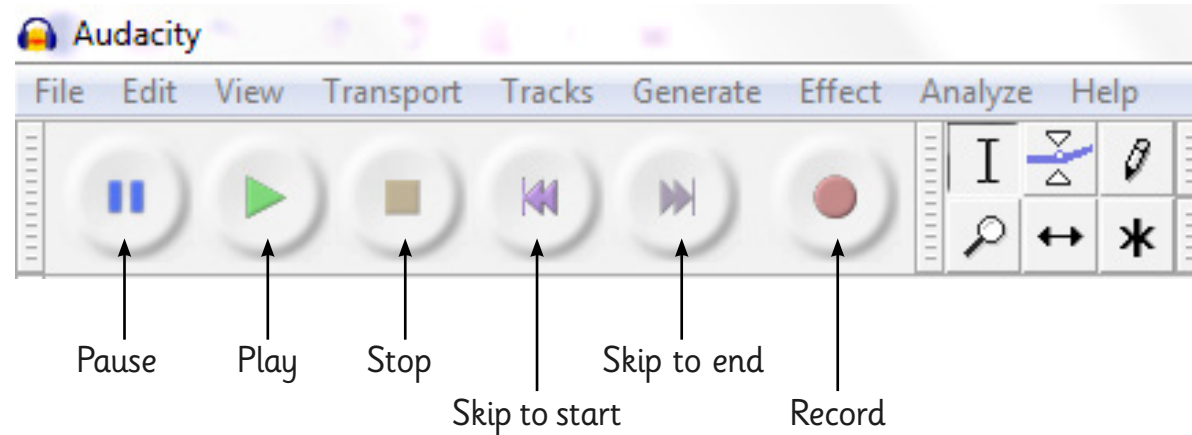
To save your Audacity project, just choose File and Save. You can then open it up at another time to continue working on it.

To save as a finished sound file that can be opened in other software, you need to choose File and Export

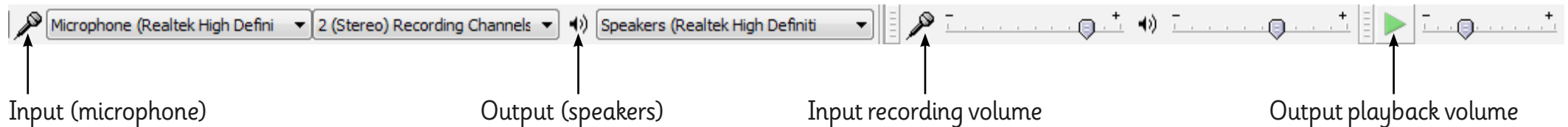
Audacity Toolbar Help

Most buttons for audio devices or software follow a similar convention, so you should easily recognise what they are designed to do.

The main toolbar buttons in Audacity have six basic functions:



The toolbar options also allow you to control your input and output devices and their volume:

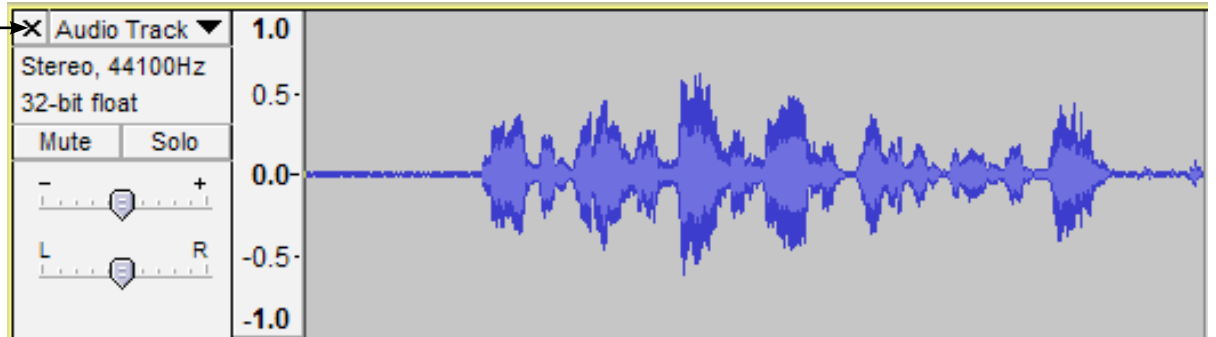


There are other useful toolbar buttons for more advanced features. You can experiment with these if you have time.

Audacity Track Help

All sound recordings are displayed in a visual way known as a waveform. This shows the length and change in volume of the audio track.

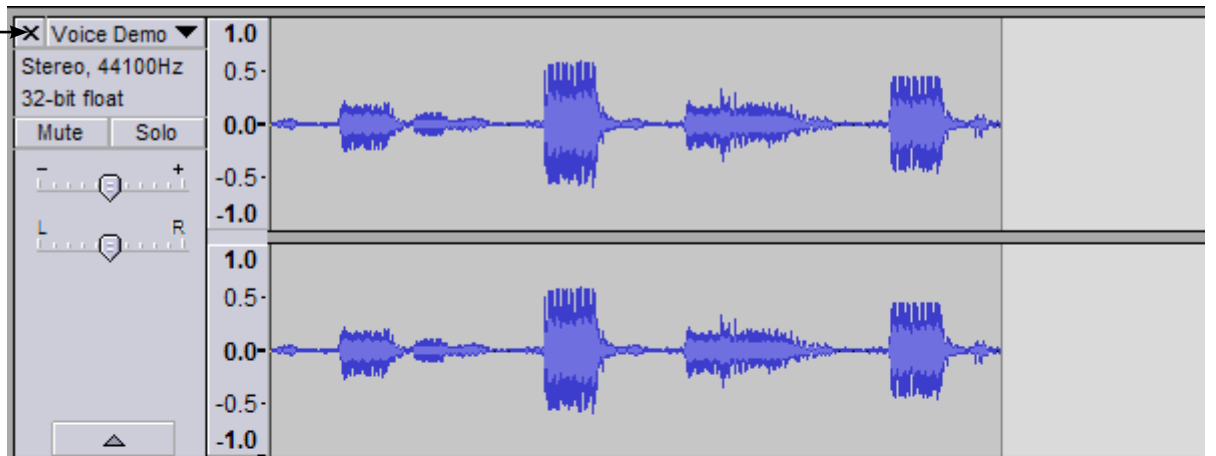
To delete the entire audio track, click on the cross.



To highlight and select the entire track click anywhere in the grey box at the left hand-side.

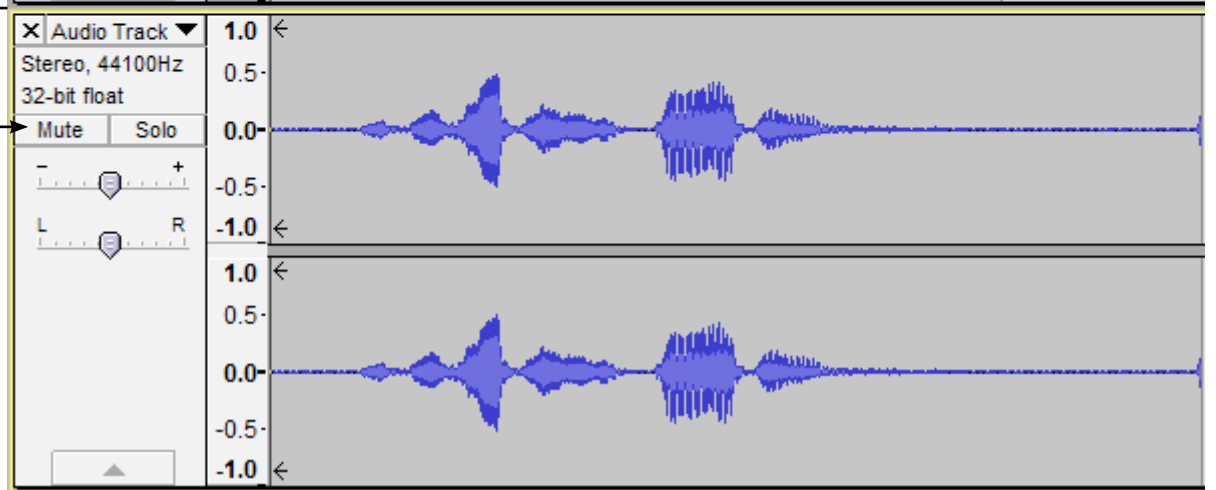
To highlight and select part of the track just click and drag over the required section of the waveform.

Change the track name by click on the drop-down menu here



Track 1

Track 2



Two (or more) tracks can be recorded and played at the same time. If you want to hear what one of them sounds like on its own, either click on Solo or Mute.

Adult Guidance

This first lesson of the unit is an introduction and skills-based lesson. The aim is to get children thinking about sound recording, along with the input and output devices required. The main focus of the lesson is then on acquiring the skills of using recording software, in this case Audacity. These skills are vital for use in the following lessons.

Introduction to Audacity

Audacity is a free software package that can be used for recording and editing sounds.

This lesson introduces children to the software and prompts them to begin experiment with first recording tasks. The aim is for children to explore and become familiar whilst learning the basic functions of the software, first by following specific instructions and then with open-ended tasks.

As an alternative, there are other sound recording software options available and children may be able to use tablet devices to achieve some of the same goals.

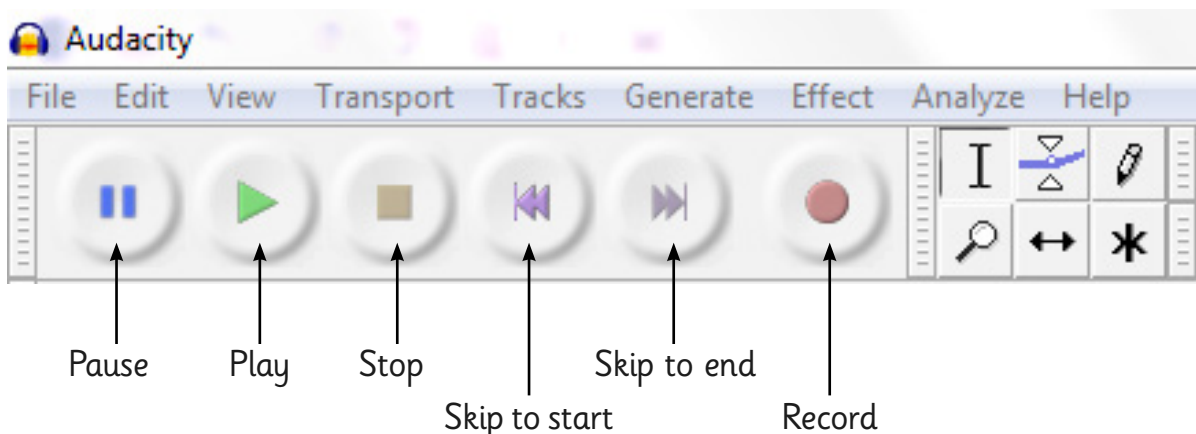
Recording Sounds in Audacity Activity Sheet

The activity sheets are differentiated as follows: for LA children, the prompts cover recording using Record, Stop and Play buttons; deleting and re-recording to improve; naming the track; changing playback speed; and saving work.

For MA /HA children, all of the above is covered plus the addition of using the Pause button; deleting specific sections of a track; adding an additional effect (echo); and creating a background effect.

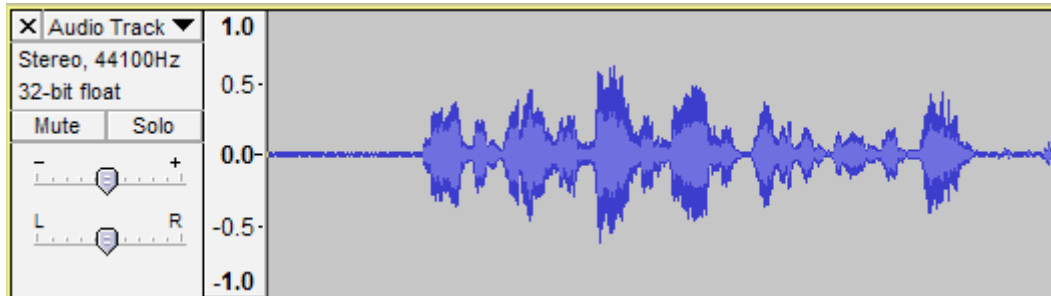
Additional Help Sheets

Two additional sheets are provided for information and can be used by children if required, or additional adults as a guide to using the software. These are the Toolbar Help Activity Sheet and the Track Help Activity Sheet.



Adult Guidance

All sound recordings are displayed in a visual way known as a waveform, showing the length and changing volume of the audio track.



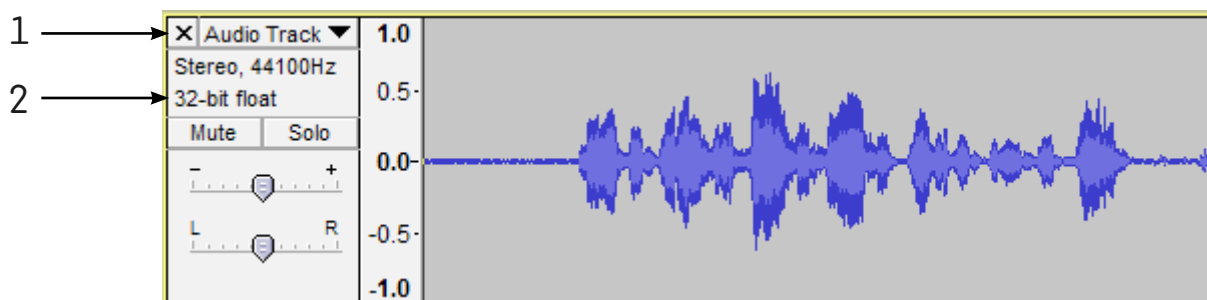
The Zoom In and Zoom Out buttons allow you to zoom in or out of the waveform or sound recording. These will become very useful when trying fine editing or very specific parts of a recording.

Note: All the toolbars can be moved around, so may not appear in the same place. To move them, just click and drag from the edge and then reposition wherever you choose. Children may find they can do this and move toolbars!

Getting Started

Recording and Re-recording (Record, Stop and Play)

To begin recording sound, as soon as Audacity has been opened, just click record. If a microphone is connected, then the audio will begin to record immediately. Click stop when finished and play to immediately play back the recording.



1. To delete the entire audio track, click on the cross. If a mistake was made or a new version is required, the track can be re-recorded straight away.

2. To select the entire track, click on the information area just to the left. Below here, you can also mute the track or play it on its own (solo).

Adult Guidance

Note: if the waveform is touching the top or bottom of the grey area, the sound may be distorted. To correct this, adjust the microphone input recording volume.

Duplicate

Click Edit and Duplicate to make an exact copy of your recording. If the rows for your multiple tracks take up too much room, you can click and drag between them to adjust the height.

By duplicating your track first, you can make changes to one version, whilst still keeping the original.

Effects

When your track is selected, you can click on the Effects menu to apply any of the effects to your track.

Note: If you make a change that you don't like, the quickest way to get rid of it is to select Edit and Undo.

Making Notes

It is a good idea to encourage children to make notes as they experiment with effects and other track changes. This way, if they want to recreate an effect they liked in a future lesson, they may be able to return to their notes for a reminder.

Viewing the Recording

If the track recording length is longer than the width shown on the screen, pressing CTRL-F will fit the entire track onto the screen.

Radio Station | Audacity

I can use software to create my own sounds by recording, editing and playing.		
I can name different devices (including input and output) used for sound recording.		
I can use a digital device to record my own voice.		
I can play back the recording and listen to it.		
I can delete and re-record sounds.		

Radio Station | Audacity

I can use software to create my own sounds by recording, editing and playing.		
I can name different devices (including input and output) used for sound recording.		
I can use a digital device to record my own voice.		
I can play back the recording and listen to it.		
I can delete and re-record sounds.		

Radio Station | Audacity

I can use software to create my own sounds by recording, editing and playing.		
I can name different devices (including input and output) used for sound recording.		
I can use a digital device to record my own voice.		
I can play back the recording and listen to it.		
I can delete and re-record sounds.		

Radio Station | Audacity

I can use software to create my own sounds by recording, editing and playing.		
I can name different devices (including input and output) used for sound recording.		
I can use a digital device to record my own voice.		
I can play back the recording and listen to it.		
I can delete and re-record sounds.		

Radio Station | Audacity

I can use software to create my own sounds by recording, editing and playing.		
I can name different devices (including input and output) used for sound recording.		
I can use a digital device to record my own voice.		
I can play back the recording and listen to it.		
I can delete and re-record sounds.		

Radio Station | Audacity

I can use software to create my own sounds by recording, editing and playing.		
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I can use a digital device to record my own voice.		
I can play back the recording and listen to it.		
I can delete and re-record sounds.		

Radio Station | Audacity

I can use software to create my own sounds by recording, editing and playing.		
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I can use a digital device to record my own voice.		
I can play back the recording and listen to it.		
I can delete and re-record sounds.		

Radio Station | Audacity













I can use software to create my own sounds by recording, editing and playing.		
I can name different devices (including input and output) used for sound recording.		
I can use a digital device to record my own voice.		
I can play back the recording and listen to it.		
I can delete and re-record sounds.		

Computing: Jingles

<p>Aim: Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children combine existing sounds with their own unique voice content to create sounds in the style of a radio jingle.</p> <p>I can combine audio effects to create an original radio jingle.</p>	<p>Success Criteria: I can import existing sounds. I can record my own voiceover in the style of a jingle. I can rehearse timings to combine two audio tracks. I can add effects to enhance a track.</p>	<p>Resources: Lesson Pack PC /laptop Speakers/headphones Built-in or plug-in microphone Audacity software (downloaded and installed) Websites for copyright-free jingles (It is recommended to test /download websites and jingle tracks before the lesson.)</p>
	<p>Key/New Words: Sound, audio, record, edit, play stop, skip, waveform, input, output, jingle, backing track, voiceover, mute, gain.</p>	<p>Preparation: Differentiated Creating Radio Jingles Activity Sheet - as required Editing Sounds Activity Sheet - per child</p>

Prior Learning: Children will have explored Audacity to record, edit and save sounds in lesson 1.

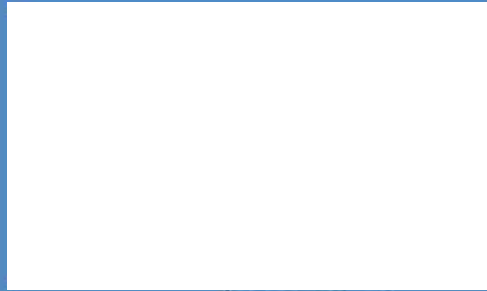
Learning Sequence

	<p>What is a Jingle? Has anyone heard of the term or know what a jingle is? Explain that a jingle is a short, catchy tune used in advertising, usually on radio or T.V. Has anyone ever heard a radio jingle for a particular show or station? Can you sing, say or demonstrate it? (<i>Prompt with common or popular jingles such as BBC Radio or well-known local radio jingles. Breakfast show or tea time show jingles are usually most commonly listened to!</i>) Jingles are designed to be distinctive so that they are instantly recognisable and stay in your head to advertise or promote a product or show. Listen to examples if possible by searching the web or Youtube.</p>	
	<p>Your Own Radio Station or Show: If you had your own radio station or show what would you call it? You could use your name(s) or think about what your show would be about. Give a few minutes discussion or thinking time.</p>	
	<p>Plan Your Jingle: What are the components of a good jingle? We will need a backing track plus a voiceover. It should be enthusiastic and catchy. Think about those practised or demonstrated earlier and incorporate the radio station or show name.</p>	
	<p>Backing Tracks: Demonstrate how to locate and import backing tracks. Stress the importance of not downloading music without copyright permission. Demonstrate how to download and save files, then to import into Audacity. See Adult Guidance for further help.</p>	
	<p>Record Your Jingle: Can children import existing sounds and create their own original radio jingle?</p> <p>★ Use the Creating Radio Jingles Activity Sheet to import background file and record voiceover.</p> <p>★★★ Use the Creating Radio Jingles Activity Sheet to import background file and record voiceover. Additional effects should include comparing samples from different sources and fading in/out. The Editing Sound Activity Sheet can be provided in addition for children to keep a note of useful effects or files.</p>	
	<p>Presentations: Invite children to present their jingles. Introduce the radio station then play the jingles. Others to offer constructive praise or suggestions.</p>	

Taskit

Designit: Design a logo for your radio station or show to match the jingle.

Uploadit: Does your school have a website or Youtube channel where you could upload your finished jingles?



Computing

Radio Station

Computing | Year 5 | Radio Station | Jingles | Lesson 2

Jingles



Aim

- I can combine audio effects to create an original radio jingle.

Success Criteria

- I can import existing sounds.
- I can record my own voiceover in the style of a jingle.
- I can rehearse timings to combine two audio tracks.
- I can add effects to enhance a track.

What is a Jingle?

Can anyone explain what a jingle is?

A jingle is a short, catchy song or tune used in advertising, usually on radio or TV.



Has anyone ever heard a radio jingle for a particular show or station?

Can you sing, say or demonstrate it?

Jingles are designed to be distinctive so that they are instantly recognisable and stay in your head to advertise or promote a product or show.

Your Own Radio Station or Show



If you had your own radio station or show what would you call it?

You could use your name(s) or think about what your show would be about.



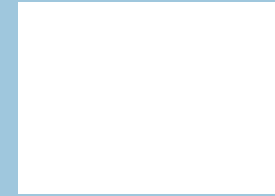
Plan Your Jingle

What are the components of a good jingle?



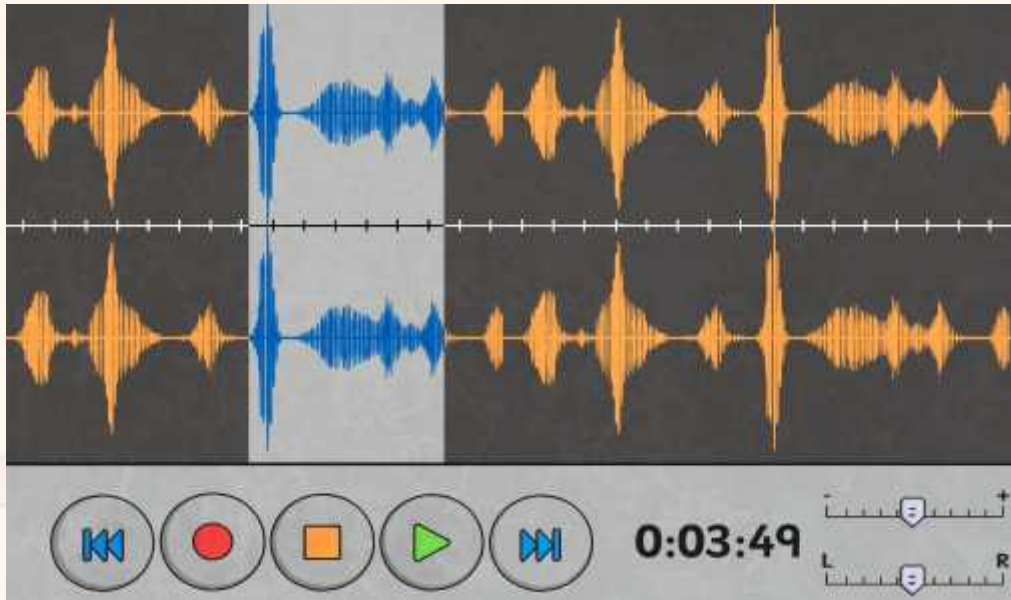
We will need a backing track plus a voiceover.
It should be enthusiastic and catchy.

Think about
those practised or
demonstrated earlier and
incorporate the radio
station or show name.



Backing Tracks

To make your jingle sound authentic and professional, you will need to locate and import backing tracks.



It is very important not to download any music (at school or home) without buying it or obtaining copyright permission.

You can use the Creating Radio Jingles Activity Sheet to help download and import files into Audacity, that can then be used as backing tracks.

Record Your Jingle

Can you use your skills to import existing sounds and then create your own original radio jingle?

Creating Radio Jingles

Choosing a Backing Track

Listen to some example jingles from a radio website.
Choose and download your own backing track for your original jingle.

Importing Audio

- Open Audacity and choose File, then Import and Audio.
- Select the file from the location it has been downloaded and saved.

You may want to shorten the file if it is too long. Do this by highlighting the section you wish to remove (or example from the end), then pressing the Delete key on the keyboard.



Ideally, your jingle should be no more than a maximum of 10-15 seconds long.

Adjusting Gain

You need to make sure your voice can be heard and not drowned out by the background music. If your voice track is not loud enough, you can either increase the gain to make it louder, using the slider on the left hand side, or decrease the gain on the background track to make it quieter. Click + to increase and - to decrease.



Name and Save Your Work

- Remember to name each audio track so that you know what it is when you look back at it.
- Save your Audacity project so that you can return to it and work on it further.
- Choose File and Export Audio if you have finished your jingle and want to save it as a sound file to play on another media player.

Creating Radio Jingles

Choosing a Backing Track

Listen to some example jingles from a radio website.
Choose and download your own backing track for your original jingle.

Importing Audio

- Open Audacity and choose File, then Import and Audio.
- Select the file from the location it has been downloaded and saved.
- Shorten the file if it is too long. Do this by highlighting the section you wish to remove (for example from the end), then pressing the Delete key on the keyboard. Ideally, your jingle should be no more than a maximum of 10-15 seconds long.
- Fade in or Fade Out by selecting from the Effect menu.


Adding Voiceover

- Next, you need to record your voiceover. Think carefully about what you want to say first. You could write it down or practise it out loud before recording.
- Before clicking on record, mute the background music so that you can concentrate on speaking.
- Next, when you are ready, click the Record button to record your voiceover.
- Click Play to playback your clip on it's own. To hear it over the top of the background music, click mute again on the first track and you can play both together.



Adjusting Gain

You need to make sure your voice can be heard and not drowned out by the background music. If your voice track is not loud enough, you can either increase the gain to make it louder, using the slider on the left hand side, or decrease the gain on the background track to make it quieter. Click + to increase and - to decrease.



Name and Save Your Work

- Remember to name each audio track so that you know what it is when you look back at it.
- Save your Audacity project so that you can return to it and work on it further.
- Choose File and Export Audio if you have finished your jingle and want to save it as a sound file to play on another media player.

Use the Creating Radio Jingles Activity Sheet to help you.

You can also use the Activity Sheets from last lesson.

Presentations



Get ready to present your radio jingles!

Introduce your radio station and/or show name, then we'll listen to your jingle recording.

As an audience, can we offer constructive praise or suggestions?

What sounds good?

What could be improved?



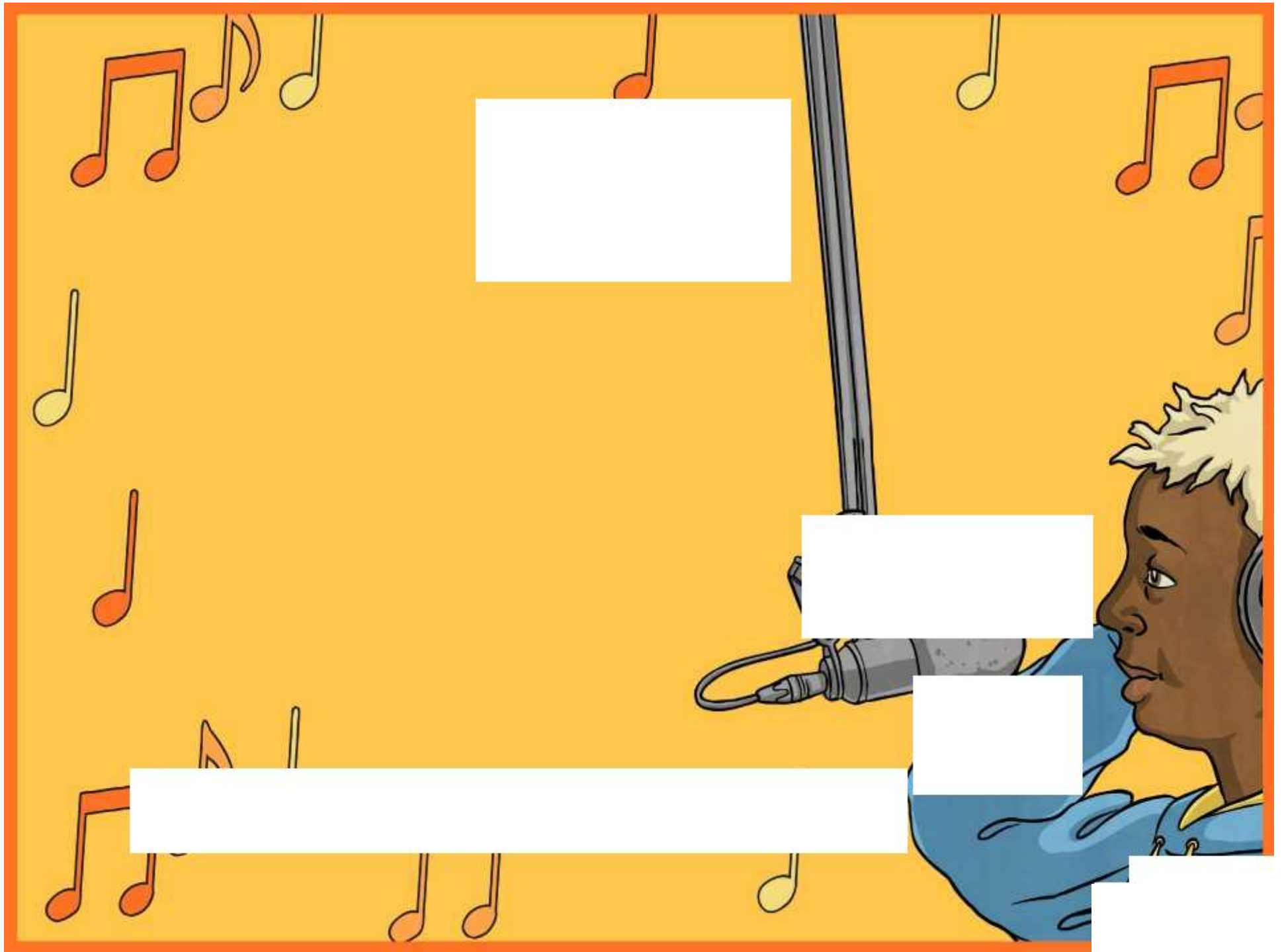
Aim



- I can combine audio effects to create an original radio jingle.

Success Criteria

- I can import existing sounds.
- I can record my own voiceover in the style of a jingle.
- I can rehearse timings to combine two audio tracks.
- I can add effects to enhance a track.





Creating Radio Jingles

Choosing a Backing Track

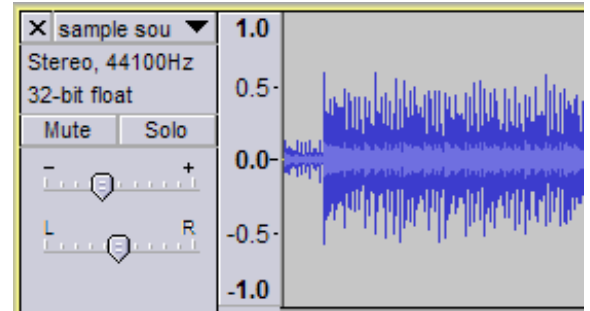
Listen to some example jingles from a radio website.

Choose and download your own backing track for your original jingle.

Importing Audio

- Open Audacity and choose File, then Import and Audio.
- Select the file from the location it has been downloaded and saved.

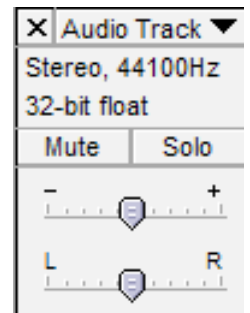
You may want to shorten the file if it is too long. Do this by highlighting the section you wish to remove (for example from the end), then pressing the Delete key on the keyboard.



Ideally, your jingle should be no more than a maximum of 10-15 seconds long.

Adjusting Gain

You need to make sure your voice can be heard and not drowned out by the background music. If your voice track is not loud enough, you can either increase the gain to make it louder, using the slider on the left hand side, or decrease the gain on the background track to make it quieter. Click + to increase and – to decrease.



Name and Save Your Work

- Remember to name each audio track so that you know what it is when you look back at it.
- Save your Audacity project so that you can return to it and work on it further.
- Choose File and Export Audio if you have finished your jingle and want to save it as a sound file to play in another media player.



Creating Radio Jingles

Choosing a Backing Track

Listen to some example jingles from a radio website.

Choose and download your own backing track for your original jingle.

Importing Audio

- Open Audacity and choose File, then Import and Audio.
- Select the file from the location it has been downloaded and saved.
- Shorten the file if it is too long. Do this by highlighting the section you wish to remove (for example from the end), then pressing the Delete key on the keyboard. Ideally, your jingle should be no more than a maximum of 10-15 seconds long.
- Fade in or Fade Out by selecting from the Effect menu.

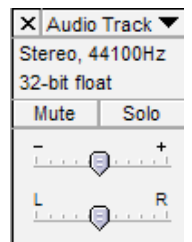
Adding Voiceover

- Next, you need to record your voiceover. Think carefully about what you want to say first. You could write it down or practise it out loud before recording.
- Before clicking on record, mute the background music file that you have imported to stop it from playing automatically.
- Next, when you are ready, click the Record button to record your voiceover.
- Click Play to playback your clip on its own. To hear it over the top of the background music, click mute again on the first track and you can play both together.



Adjusting Gain

You need to make sure your voice can be heard and not drowned out by the background music. If your voice track is not loud enough, you can either increase the gain to make it louder, using the slider on the left hand side, or decrease the gain on the background track to make it quieter. Click + to increase and – to decrease.



Name and Save Your Work

- Remember to name each audio track so that you know what it is when you look back at it.
- Save your Audacity project so that you can return to it and work on it further.
- Choose File and Export Audio if you have finished your jingle and want to save it as a sound file to play in another media player.

Editing Sounds



It is a good idea to make notes on your sound recording and editing as you experiment. This way, you can recreate a particular effect or process by looking back over your notes. Use this sheet to organise your notes and ideas.

Effects (What is the name of the effect, what does it do and why do you like it?)	Properties What properties have you changed (e.g. speed, volume, pitch)? How did you achieve it?	Sound Files Have you recorded or found any sound files you want to use again? Where are they?

Adult Guidance

Having experienced using Audacity in the first lesson, children can begin to import existing tracks. This skill allows the creation of jingles with a voiceover on top of a backing track.

Jingles Backing Tracks

There are various websites available for listening to and downloading copyright-free or copyright-licensed backing tracks for your jingles. It is very important to teach children that music should not be downloaded unless copyright permission has been given.

Websites and their content change frequently. Please make your own check before recommending the sites to children.

It is also worth testing the process of downloading a track for use in advance on a school computer or network. This may be subject to certain requirements or restrictions by your school IT administration system.

Download, Save and Import

After locating a file from a suitable website, it should be saved to a central location in order to be used. There may be a 'Save' or 'Download' option or button on the website. Alternatively, you may need to right-click on the link and choose 'Save As' from the menu. Ensure the file has a descriptive and identifiable name.

In the Audacity software, choose File – Import – Audio, then select the file from the location it was saved. This guidance is also provided for pupils on the Creating Radio Jingles Activity Sheet.

Editing Sounds Activity Sheet

Children should be encouraged to experiment with the sound recording software but to be purposeful by making notes on useful effects. This sheet can be given in this lesson, or further lessons, to keep a record of files and effects.

Radio Station | Jingles

I can combine audio effects to create an original radio jingle.		
I can import existing sounds.		
I can record my own voiceover in the style of a jingle.		
I can rehearse timings to combine two audio tracks.		
I can add effects to enhance a track.		

Radio Station | Jingles

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I can record my own voiceover in the style of a jingle.		
I can rehearse timings to combine two audio tracks.		
I can add effects to enhance a track.		

Computing: Planning a Podcast

<p>Aim: Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Children research and plan appropriate digital content for presentation on a radio show podcast</p> <p>I can research and plan digital content for a radio podcast</p>	<p>Success Criteria: I can choose and use appropriate software for sound recording. I can describe what is meant by a podcast. I can plan appropriate audio information to use. I can rehearse and improve script ideas.</p>	<p>Resources: Lesson Pack PC /laptop Speakers/headphones Built-in or plug-in microphone Audacity software downloaded and installed</p>
	<p>Key/New Words: Sound, audio, record, edit, play podcast, digital content, downloadable.</p>	<p>Preparation: What is a Podcast? Activity Sheet - per child Differentiated Planning a Podcast Activity Sheet - as required</p>

Prior Learning: Children will have gained an understanding of sound recording in lessons 1 and 2.

Learning Sequence

	<p>What Is a Podcast? Ask children for ideas to see if anyone has heard of the term, podcast. A podcast is used to describe a downloadable broadcast or program (usually audio - music or talk; can also be video) in digital form, playable on a computer or mobile device like a phone or tablet.</p>	
	<p>Popular Podcasts: Can the children name any that they may have heard mentioned, e.g. on the radio, by celebrities, magazines? Visit this link for examples. (Note: Apple also have a Podcasts app to download on mobile devices, which children may have seen. This allows a user to browse many thousands of podcasts using itunes.)</p>	
	<p>School Radio Podcast: What could be included in a school radio station podcast? Other ideas may include: reports on school trips or events; interviews with teachers or pupils; links to topic themes being studied; school news; weather. Discuss and then feedback ideas.</p>	
	<p>What Makes a Good Podcast? Ask children for their suggestions. Collect ideas as whole class. Include: short, interesting; varied tone of voice. Show tips/reminders. Include an appropriate introduction.</p>	
	<p>Plan and Record: Children plan what their podcast will include. This may not necessarily be at the computer, but could be either typed or written to enable editing and refining. Use Audacity software to record and edit sound files.</p> <p> Using Planning a Podcast Activity Sheet, create a podcast using the structured script guide and content ideas.</p> <p> Using Planning a Podcast Activity Sheet, create a podcast script in the space provided. Complete What is a Podcast? Activity Sheet if you have time.</p>	
	<p>Trading Tips: If you could offer two or three really useful tips to another pair who are planning their podcast, what would they be? Allow thinking or discussion time, then either as whole class or in small groups, share tips and show examples where possible.</p>	

Taskit

- Researchit:** Find a podcast or school radio station made by pupils in another school and uploaded to the Internet. Listen and research ideas. As a class, you could email them some feedback and let them know you have listened.
- Evaluateit:** Listen to an existing podcast, e.g. from BBC Radio 2 or BBC Learning School Radio. Make notes and discuss any good ideas or tips from listening. What makes a good podcast?
- Advertiseit:** How would you advertise your podcast to fellow pupils, in order to persuade them to download it and listen?



Computing

Radio Station

Computing | Year 5 | Radio Station | Planning a Podcast | Lesson 3

Planning a Podcast

Aim

- I can research and plan digital content for a radio podcast.

Success Criteria

- I can choose and use appropriate software for sound recording.
- I can describe what is meant by a podcast.
- I can plan appropriate audio information to use.
- I can rehearse and improve script ideas.

What Is a Podcast?

Has anyone heard of the word podcast? Can anyone describe what it is or what it means?

The word podcast is used to describe a downloadable broadcast or program, which could include video, music or speech.



It is in digital form and is playable on a computer or mobile device like a phone or tablet.

Popular Podcasts



Can you name any podcasts that you may have heard mentioned anywhere?

For example...

...on the radio

...TV shows

...by celebrities

...magazines

Click here to visit the BBC website for examples.



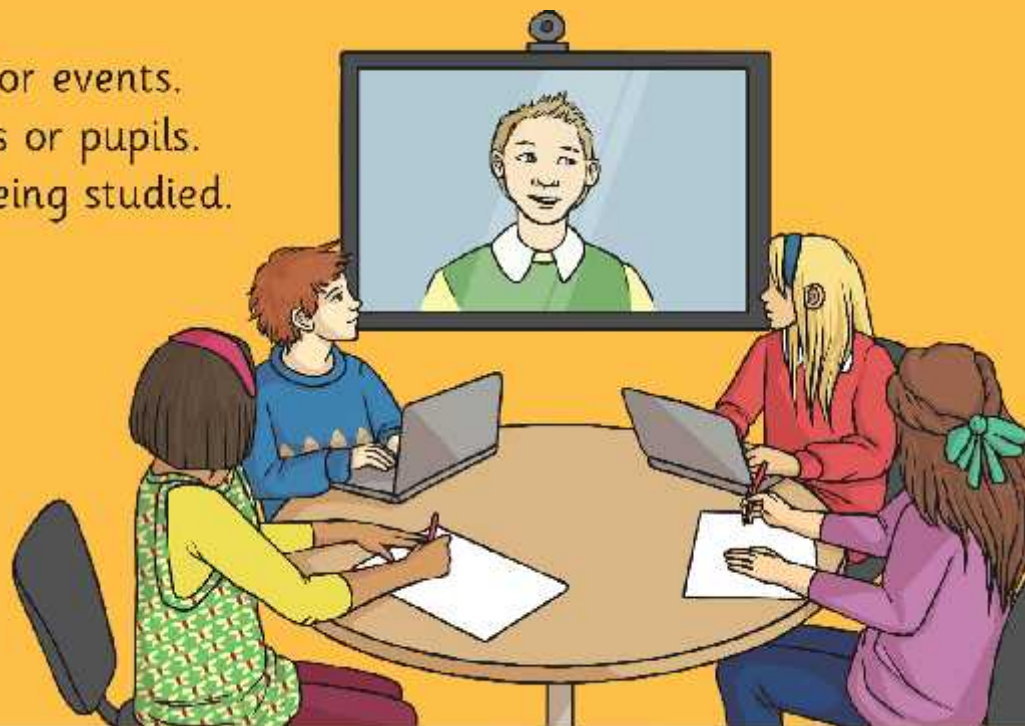
School Radio Podcast



What could be included in a school radio station podcast?

Discuss and then feedback ideas.

- Reports on school trips or events.
- Interviews with teachers or pupils.
- Links to topic themes being studied.
- School news.
- Weather.



What Makes a Good Podcast?



Discuss and feedback any suggestions to collect ideas as whole class.

Keep it fairly short.
If too long, it may lose listeners' attention.

Make it interesting.
Choose your topic carefully and think what people might want to hear about.

Use a varied tone of voice. Changing your tone, pitch and volume creates a better listening experience.

Always speak clearly and confidently.
Make sure you are heard!

Include an appropriate introduction.
Let people know what your content is about and then stick to it concisely.



Plan and Record



First plan what your podcast will include. This may not necessarily be at the computer, but could be either typed or written so that you can editing and refine ideas afterwards.

You could write a script, or just bullet points for headings and then improvise!

Work in pairs to rehearse and edit your script ideas to be ready to create your podcast.



Trading Tips



If you could offer two or three really useful tips to another pair who are planning their podcast, what would they be?

After some thinking or discussion time, be ready to share tips and show examples where possible.



Aim



- I can research and plan digital content for a radio podcast.

Success Criteria

- I can choose and use appropriate software for sound recording.
- I can describe what is meant by a podcast.
- I can plan appropriate audio information to use.
- I can rehearse and improve script ideas.





Planning a Podcast



Plan a podcast including your choice of one of these content ideas:

A local or national news story, a topic or theme you have been learning about in class, a report on a school visit/residential/sports event, a recent or upcoming occasion. Or think of your own idea that people would be interested hearing about.

Concentrate first on planning and writing a good script of what you are going to say. Rehearse and edit it. Think about how to make it interesting for the listener. After this you may have time to experiment by recording small practise sections of your podcast.

My podcast is about:

Write a script or jot down notes for what you will say (continue on the back or another sheet if you need to). Start like this with the person's name and their lines.

Name:

Lines:

Ideas to include. Select, highlight or adapt any of these ideas to include in your script:

- Hello and welcome to our fantastic new podcast!
- We have a fantastic report to bring you today, all about...
- My name is ... and this is my co-presenter today...
- We have some exclusive content for you all about...
- Thanks very much for listening and be sure to check out our next podcast.
- For more brilliant podcasts, visit the website at...



Planning a Podcast

Plan a podcast including your choice of one of these content ideas:

A local or national news story, a topic or theme you have been learning about in class, a report on a school visit/residential/sports event, a recent or upcoming occasion. Or think of your own idea that people would be interested hearing about.

Concentrate first on planning and writing a good script of what you are going to say. Rehearse and edit it. Think about how to make it interesting for the listener. After this you may have time to experiment by recording small practise sections of your podcast.

My podcast is about:

Write a script or jot down notes for what you will say (continue on the back or another sheet if you need to).

What is a Podcast?

Describe what is meant by a podcast.

Name somewhere you can find podcasts on the Internet or world wide web.

A description of my podcast content.

What audience is my podcast aimed at? How can I improve my script to help target my audience?

My three top tips for creating a great podcast:

1.

2.

3.

Adult Guidance

Podcasts

A podcast is used to describe a downloadable broadcast or program (usually audio - music or talk; can also be video) in digital form, playable on a computer or mobile device like a phone or tablet.

Visit [www.regentstudies.com](#) for examples.

(Note: Apple also have a Podcasts app to download to mobile devices, which children may have seen. This allows a user to browse many thousands of podcasts using itunes).

Remain careful of all digital content, particularly when searching the Internet and ensure for e-safety that school firewalls and anti-virus software are up to date and working correctly.

Software and Devices

Children can record their 'podcasts' using Audacity, as the software is relevant to the whole unit. However, for variety, it is possible to deliver this lesson using any other recording software or mobile device including ipads or tablets. Mobile devices may allow children to spread out and find more quiet space to record, rather than in a computing suite.

It should be considered however, that if the sound files are to be used for future editing, they will need to be saved in an appropriate format and location to be opened by Audacity in future lessons.

Planning and Script Writing

Creating podcasts is covered over two lessons. The aim of this first lesson is to listen to example content and to plan a script for an original podcast, based on some possible ideas.

Although some practise recording can be done during this lesson, it is advisable to spend time rehearsing and edit a script to improve the quality of content for recording in the next lesson.

Radio Station | Planning a Podcast

I can research and plan digital content for a radio podcast		
I can choose and use appropriate software for sound recording.		
I can describe what is meant by a podcast.		
I can plan appropriate audio information to use.		
I can rehearse and improve script ideas.		

Radio Station | Planning a Podcast

I can research and plan digital content for a radio podcast		
I can choose and use appropriate software for sound recording.		
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Radio Station | Planning a Podcast

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Computing: Recording a Podcast

<p>Aim: Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children use sound recording software to create appropriate digital content for presentation on a radio show podcast.</p> <p>I can use software to create and present digital content for a radio podcast.</p>	<p>Success Criteria: I can choose and use appropriate software for sound recording. I can evaluate what features make good quality audio content. I can present audio information confidently and clearly. I can evaluate and improve my recordings.</p>	<p>Resources: Lesson Pack PC /laptop Speakers/headphones Built-in or plug-in microphone Audacity software downloaded and installed</p>
	<p>Key/New Words: Sound, audio, record, edit, play podcast, digital content, downloadable, rehearse, download, listen.</p>	<p>Preparation: Differentiated Recording a Podcast Activity Sheet - as required What is a Podcast? Activity Sheet - per child</p>

Prior Learning: Children will have researched, planned and scripted podcasts in lesson 3.

Learning Sequence

	<p>What Do You Remember? What can you remember from the last lesson? Remind the children that a podcast is used to describe a downloadable broadcast or program (usually audio - music or talk; can also be video) in digital form, playable on a computer or mobile device like a phone or tablet.</p>	
	<p>Content & Tips: At the end of the last session children traded tips for making a good podcast. Ask who can remember any good suggestions. Collect ideas again Include: short, interesting; varied tone of voice. Include an appropriate introduction.</p>	
	<p>Introductions: Allow children to look back at plans from last lesson, then rehearse their opening lines or podcast introductions in front of each other. Work together in pairs to make it sound catchy and exciting. After some practise time, choose volunteers to demonstrate to class and appraise.</p>	
<p></p> <p> Using the Recording a Podcast Activity Sheet, create a podcast using the 'Recording Steps' and the additional content ideas for prompts.</p>	<p> Using Recording a Podcast Activity Sheet, create a podcast, aiming to add some of the extension or challenge ideas if possible. Complete What is a Podcast Activity Sheet if not done last lesson.</p>	
	<p>Download or Playback: Imagine being a listener downloading a podcast recorded in today's lesson. Play an example for everyone to listen to and comment as if hearing for the first time. What sounds good? What could be improved?</p>	

Taskit

Recordit: Choose another theme or topic to record a new podcast, suitable for a school radio station.

Downloadit: Find out if there are any school radio station podcasts that you can play on the Internet or download to listen to.

Interviewit: Choose someone to interview in school. Maybe another pupil in a different class/year or even a teacher or other member of staff. Plan your questions and maybe even record your interview for a new podcast!



Computing

Radio Station

Computing | Year 5 | Radio Station | Recording a Podcast | Lesson 4

Recording a Podcast



Aim

- I can use software to create and present digital content for a radio podcast.

Success Criteria

- I can choose and use appropriate software for sound recording.
- I can evaluate what features make good quality audio content.
- I can present audio information confidently and clearly.
- I can evaluate and improve my recordings.

What Do You Remember?

What can you remember from the last lesson?



What name is used to describe a downloadable broadcast or program, which could include video, music or speech?

It is in digital form and is playable on a computer or mobile device like a phone or tablet.

Content and Tips



At the end of the last session we traded tips for making a good podcast.

Who can remember any good suggestions?

Ideas might include: short, interesting; varied tone of voice and an appropriate introduction.



Introductions



Look back at your plans from last lesson.

Begin by rehearsing your opening lines or podcast introductions in front of each other.

Work together in pairs to make it sound catchy and exciting.



After some practise time, volunteers can demonstrate to the class whilst the rest of us are the 'audience'.

What makes a good introduction?

Your Podcast



Rehearse and then perform the rest of the planned podcast.

Refer to your plans from the previous lesson for what your podcast will include.

You can make changes too by editing and refining your content.

When you are ready, use Audacity software to record and edit sound files.

Use the Recording a Podcast Activity Sheet for help.



Download or Playback



twinkl
RADIO
123.4 FM

Imagine being a listener downloading a podcast recorded in today's lesson.

Listen to an example and comment as if hearing it for the first time.

What sounds good?

What could be improved?

Aim



- I can use software to create and present digital content for a radio podcast.

Success Criteria

- I can choose and use appropriate software for sound recording.
- I can evaluate what features make good quality audio content.
- I can present audio information confidently and clearly.
- I can evaluate and improve my recordings.





Recording a Podcast



Preparation

For this lesson, you should have a plan of what your podcast is about and have started to think about a script to guide what you will say. You don't have to stick rigidly to the script. You can improvise so that it doesn't sound boring, like you are just reading out your lines!

Rehearse and edit what you are going to say. Think about how to make it interesting for the listener. If you haven't already done so, you may have time to experiment by recording small practise sections of your podcast. Then you are ready for your actual recording.

Top Tips:

- Keep it fairly short - if too long, it may lose listeners' attention.
- Make it interesting - choose your topic carefully and think what people might want to hear about.
- Use a varied tone of voice – changing your tone, pitch and volume creates a better listening experience.
- Always speak clearly and confidently – make sure you are heard!
- Include an appropriate introduction – let people know what your content is about and then stick to it concisely.

Steps for Recording:

- Make sure you have planned and rehearsed at least the first lines of your script.
- Know who is going to start and what they will say. Then what is the cue for the next person to speak?
- Click record, then wait a second or two before beginning. This will leave a gap at the start but will ensure you don't miss off the start of your first line!
- Agree how much you are going to record in one go and get ready to stop the recording a second or two after the last line has been spoken.

Evaluate and improve recordings

Listen to your recording. Write down two things that you have done well and one thing that you think you could improve. Can you edit or re-record part of your podcast to improve it?

☆ _____

☆ _____

☁ _____



Recording a Podcast



Preparation

For this lesson, you should have a plan of what your podcast is about and have started to think about a script to guide what you will say. You don't have to stick rigidly to the script. You can improvise so that it doesn't sound boring, like you are just reading out your lines!

Rehearse and edit what you are going to say. Think about how to make it interesting for the listener. If you haven't already done so, you may have time to experiment by recording small practise sections of your podcast. Then you are ready for your actual recording.

Top Tips:

- Keep it fairly short - if too long, it may lose listeners' attention.
- Make it interesting - choose your topic carefully and think what people might want to hear about.
- Use a varied tone of voice – changing your tone, pitch and volume creates a better listening experience.
- Always speak clearly and confidently – make sure you are heard!
- Include an appropriate introduction – let people know what your content is about and then stick to it concisely.

Extra ideas to include:

- Tell a joke between you and your partner. Make it interesting and funny for the listener too!
- Include a web address (make one up) for listeners to download more of your great podcasts!
- Involve the listener by suggesting a competition, giving details for people to send their entries (make up a phone number or email address).
- Can you rehearse a line where you and a partner join in together for one word or section to emphasise or make it stand out?

Evaluate and improve recordings

Listen to your recording. Write down two things that you have done well and one thing that you think you could improve. Can you edit or re-record part of your podcast to improve it?

☆ _____

☆ _____

☁ _____

Adult Guidance

Recording

Children should have some plans and at least the beginning of a script from the previous lesson. This will give some direction to the recording. Reassure children that they do not need to stick rigidly to the scripts they have written. The podcast will sound much better if there is some improvisation and not just reading from a script. Making changes is part of editing and improving.

Plans and scripts should however be used as a basis for children to work in pairs to record their podcasts. Encourage opportunities to play back recordings. Re-record if necessary and the chance to listen to each other's content for peer evaluation, if time allows.

Podcasts

A podcast is a relatively new word used to describe a downloadable broadcast or program (usually audio - music or talk; can also be video) in digital form, playable on a computer or mobile device like a phone or tablet.

Visit BBC sites for examples:

(Note: Apple also have a Podcasts app to download to mobile devices, which children may have seen. This allows a user to browse many thousands of podcasts using itunes).

Remain careful of all digital content, particularly when searching the Internet and ensure for e-safety that school firewalls and anti-virus software are up to date and working correctly.

Software and Devices

Children can record their podcasts using Audacity, as the software is relevant to the whole unit. However, for variety, it is possible to deliver this lesson using any other recording software or mobile device including ipads or tablets. Mobile devices may allow children to spread out and find more quiet space to record, rather than in a Computing Suite.

It should be considered however, that if the sound files are to be used for future editing, they will need to be saved in an appropriate format and location to be opened by Audacity in future lessons.

Radio Station | Recording a Podcast

I can use software to create and present digital content for a radio podcast.		
I can choose and use appropriate software for sound recording.		
I can evaluate what features make good quality audio content.		
I can present audio information confidently and clearly.		
I can evaluate and improve my recordings.		

Radio Station | Recording a Podcast

I can use software to create and present digital content for a radio podcast.		
I can choose and use appropriate software for sound recording.		
I can evaluate what features make good quality audio content.		
I can present audio information confidently and clearly.		
I can evaluate and improve my recordings.		

Radio Station | Recording a Podcast

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Radio Station | Recording a Podcast

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Radio Station | Recording a Podcast

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Radio Station | Recording a Podcast













I can use software to create and present digital content for a radio podcast.		
I can choose and use appropriate software for sound recording.		
I can evaluate what features make good quality audio content.		
I can present audio information confidently and clearly.		
I can evaluate and improve my recordings.		

Computing: Advertising

<p>Aim: Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children examine the features of advertisements and use the ideas to design their own advert to be recorded using audio software as part of their radio station or podcast.</p>	<p>Success Criteria: I can evaluate what makes a good advert. I can plan the features of a good advert. I can use recording skills to record and present my own advert. I can analyse and identify improvements to an advert.</p>	<p>Resources: Lesson Pack PC /laptop Speakers /headphones Built-in or plug-in microphone Audacity software downloaded and installed Whiteboards and pens</p>
<p>I can design and record a persuasive radio advert for a product or service.</p>	<p>Key/New Words: Sound, audio, record, edit, play stop, skip, waveform, input, output, backing track, voiceover, mute, gain.</p>	<p>Preparation: Differentiated Radio Advert Activity Sheet - per child</p>

Prior Learning: Children will have studied radio stations, podcasts and sound recording software in lessons 1 to 4.

Learning Sequence

	<p>Radio Adverts: Begin, if possible, by listening to example(s) of radio advertisements or ask children if they can think of any slogans or sections of adverts they have heard. If playing the sample adverts, pupils may benefit from making notes on whiteboards of what sounds good or what they like about the ads.</p>	
	<p>What Makes a Good Advert? Ask what are the ingredients of a good advert? What is its purpose? Establish that it is aiming to sell or promote a product or service to the listener. The content must be catchy and memorable; the product or service needs to be stated and repeated; it may include a tempting offer or reason for the consumer to act quickly; it may ask a question or make a great claim. A good brand name and slogan always help to make a product or service stand out and a clear, distinctive voice is used. <i>Can children evaluate what makes a good advert?</i></p>	
	<p>Advert Ideas: Children use one half of a whiteboard to list adverts that they know and remember. Start with some ideas of well-known brands and see if anyone can recall popular ads (more likely from TV than radio, but the principle will work). Use the other half of the whiteboard to start adapting some of the ideas for their own imaginary product or podcast. More than one idea is fine for now, then it can be narrowed down. Rehearse a voice for the advert and share ideas with the class. Note: if children are struggling to think of examples, try suggesting some famous brand slogans.</p>	
	<p>Recording Your Advert: Children could choose a product to advertise (real or imaginary) or write an advert to advertise their new radio station or podcast. <i>Can children design and record a persuasive radio advert?</i></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="209 1429 774 1512">  <p>Use the given list of suggested features on Radio Advert Activity Sheet to plan and record a radio advert.</p> </div> <div data-bbox="815 1429 1364 1570">  <p>Use space provided on Radio Advert Activity Sheet to list features of a good advert. Then decide on a product / service to plan and record own radio advert.</p> </div> </div>	
	<p>Identifying Successful Adverts: Invite children to playback their recording from the lesson (or perform, if desired). Show a checklist for 'successful adverts' on the board and ask the remaining children to listen out and identify any items from the list to feedback afterwards. Examples such as attention grabbing introduction; positive message; clear enthusiastic voice; repetition of product name; an appealing offer. <i>Can children analyse and evaluate good features of an advert?</i></p>	

Taskit
Publishit: Use desk top publishing software to design and produce a poster to advertise your radio station or podcasts.
Researchit: Research examples of good adverts and what makes a good advert.



Computing

Radio Station

Computing | Year 5 | Radio Station | Advertising | Lesson 5

Aim

- I can design and record a persuasive radio advert for a product or service.

Success Criteria

- I can evaluate what makes a good advert.
- I can plan the features of a good advert.
- I can use recording skills to record and present my own advert.
- I can analyse and identify improvements to an advert.

Radio Adverts



Can anyone think of any slogans or sections of adverts that you have heard? Maybe from radio or TV?



Listen to some examples of radio adverts.



What Makes a Good Advert?



What are the ingredients of a good advert and what is its purpose?

Adverts are aiming to sell or promote a product or service to the listener.

The content must be catchy and memorable.

The product or service needs to be stated and repeated.

It may include a tempting offer or reason for the consumer to act quickly.

It may ask a question or make a great claim.

A good brand name and slogan always help to make a product or service stand out.

A clear, distinctive voice is used.

Advert Ideas



Use one half of a whiteboard to list adverts that you know and remember.

Use the other half of the whiteboard to start adapting some of the ideas for your own imaginary product or podcast.

Can anyone suggest any well known brands and recall popular ads for that product?

More than one idea is fine for now, then they can be narrowed down to your favourite choice.

Rehearse a voice for the advert to share with the class.

Recording Your Ideas



Choose a product to advertise (real or imaginary) or write an advert to advertise your new radio station or podcast.

The image shows two worksheets titled "Radio Adverts".

Worksheet 1 (Left): Features a star icon in the top left corner. It has a large empty box at the top for a title. Below it, there are several paragraphs of text providing instructions and prompts for writing a radio advert. A small illustration of a radio is visible on the right side of the page.

Worksheet 2 (Right): Features three stars in the top left corner. It also has a large empty box at the top for a title. Below it, there are several paragraphs of text providing instructions and prompts for writing a radio advert.

Can you design and record a persuasive radio advert?

Use the Radio Advert Activity Sheet to help you.

Identifying Successful Adverts



We are going to play back a selection recordings from the lesson (or you could perform your advert, if you prefer).

Using the checklist for 'successful adverts', listen out and identify any positive points to feedback afterwards.



Ideas for a good advert:

- Attention grabbing introduction.
- Positive message about the product.
- Clear enthusiastic voice.
- Repetition of product name.
- An appealing offer.
- Any other good features?

Aim



- I can design and record a persuasive radio advert for a product or service.

Success Criteria

- I can evaluate what makes a good advert.
- I can plan the features of a good advert.
- I can use recording skills to record and present my own advert.
- I can analyse and identify improvements to an advert.

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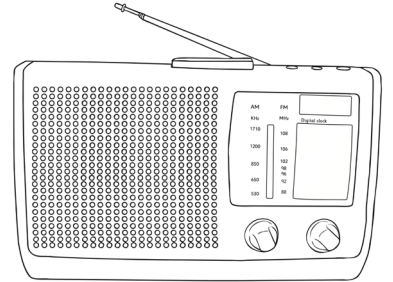




Radio Adverts

Some features of a good advert:

- Clear, enthusiastic voice.
- Repetition of the brand name or slogan to stick in the listener's mind.
- Positive comments or claims about the product or service.
- Appealing language: e.g. 'free', 'exclusive', 'special offer', 'number one'.
- Asking questions or making offers.
- Rhymes, alliteration or word play including a catchy slogan.



Decide on what product or service you are going to record an advertisement for:

(Hint: it could be for your radio station or podcast or it could be a real or imaginary product such as a new soft drink, a local shop or restaurant, or a new gadget such as a mobile phone.)

Write some catchy phrases that you can say about your product or service and rehearse them before using your recording software and microphone to record your voice. Remember the tips above!

Remember to save your work and play it back regularly to check. If you are not happy with your recording, try it again!





Radio Adverts

Write down some of the features that a good radio advert includes:

Decide on what product or service you are going to record an advertisement for:

(Hint: it could be for your radio station or podcast or it could be a real or imaginary product such as a new soft drink, a local shop or restaurant, or a new gadget such as a mobile phone.)

Write some catchy phrases that you can say about your product or service and rehearse them before using your recording software and microphone to record your voice. Remember the tips above!

Remember to save your work and play it back regularly to check. If you are not happy with your recording, try it again!



Radio Station | Advertising

I can design and record a persuasive radio advert for a product or service.		
I can evaluate what makes a good advert.		
I can plan the features of a good advert.		
I can use recording skills to record and present my own advert.		
I can analyse and identify improvements to an advert.		

Radio Station | Advertising

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Radio Station | Advertising












I can design and record a persuasive radio advert for a product or service.		
I can evaluate what makes a good advert.		
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I can use recording skills to record and present my own advert.		
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Computing: Playback and Performance

<p>Aim: Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children are given the opportunity to complete previous projects (podcast or radio advert) then present to their peers.</p> <p>I can present and evaluate audio content.</p>	<p>Success Criteria: I can present audio content for broadcast or download. I can identify positive features of audio content for radio. I can suggest improvements to audio content for radio. I can compare and contrast audio content for radio.</p>	<p>Resources: Lesson Pack PC /laptop Speakers/headphones Built-in or plug-in microphone Audacity software downloaded and installed</p>
	<p>Key/New Words: Sound, audio, record, edit, play stop, skip, waveform, input, output, backing track, voiceover, mute, gain.</p>	<p>Preparation: Differentiated Radio Recording Evaluation Activity Sheet - as required</p>

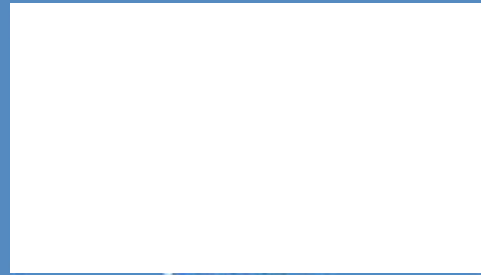
Prior Learning: Children will have recorded (or partly recorded) radio adverts and podcasts in lessons 1 to 5.

Learning Sequence

	<p>Radio Recordings: Recap the unit so far by asking children to work in pairs or groups to identify positive features of audio content. Consider suggestions such as: clear, confident voice; enthusiastic presentation; catchy or interesting content. Also allow for specific features of either adverts or podcasts.</p>	
	<p>Complete Recordings: Provide time for children to return to any unfinished work from either podcasts or adverts lessons. Use positive features just shared as reminders for editing and improving recordings.</p>	
	<p>Perform and Playback: Children take turns to play or present their finished recordings, choosing from either their advert or podcast. The recording should be introduced first by creators. Remaining members of the class use Radio Recording Evaluation Activity Sheet to evaluate some of the finished audio recordings.</p>	
	<p>Evaluate: Children are asked to evaluate and give their opinions on either two, three or four of the recordings they have listened to (either podcasts or radio adverts). Children use the differentiated Radio Recording Evaluation Activity Sheets.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="215 1288 574 1447">  <p>Children evaluate two of the podcasts or radio adverts played/performed by peers. Prompts provided on sheet.</p> </div> <div data-bbox="614 1288 973 1447">  <p>Children evaluate three of the podcasts or radio adverts played/performed by peers.</p> </div> <div data-bbox="1013 1288 1372 1447">  <p>Children evaluate four of the podcasts or radio adverts played/performed by peers.</p> </div> </div>	

Taskit

- Visualiseit:** Import finished audio files into Windows Movie Maker and add images to illustrate or accompany the recordings. Finish with titles and credits and save as a video file.
- Organiseit:** Organise an assembly or lunchtime showcase for a wider audience to come and listen to your adverts or podcasts. Make adverts for the event.

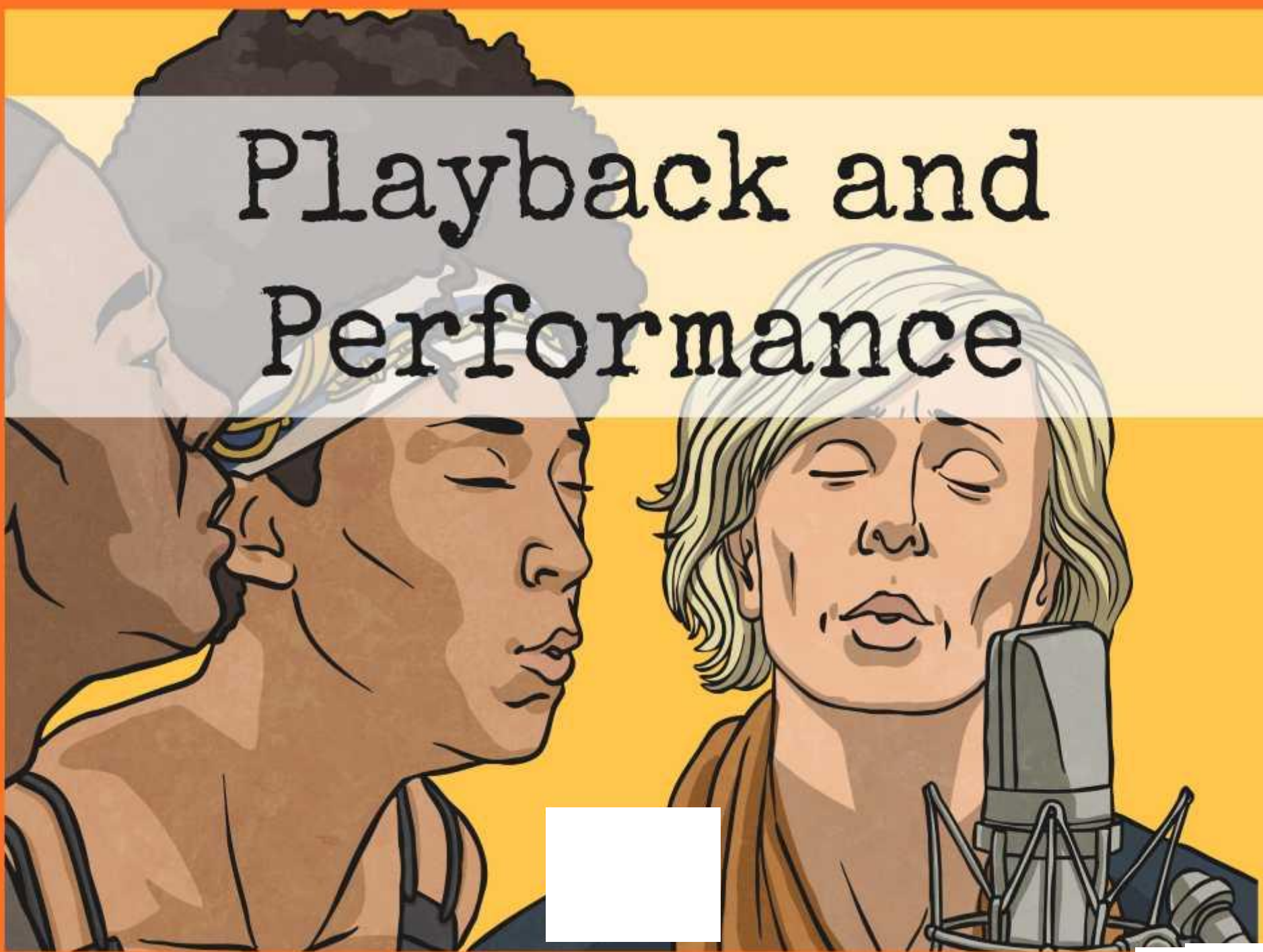


Computing

Radio Station

Computing | Year 5 | Radio Station | Playback and Performance | Lesson 6

Playback and Performance



Aim

- I can present and evaluate audio content.

Success Criteria

- I can present audio content for broadcast or download.
- I can identify positive features of audio content for radio.
- I can suggest improvements to audio content for radio.
- I can compare and contrast audio content for radio.

Radio Recordings



What are the features that make for good audio content?

Clear,
confident voice.

Enthusiastic
presentation.

Catchy or
interesting content.



Are there any specific
features just for adverts or
just for podcasts?

Complete Recordings



You now have some time to return to any unfinished work from either the podcasts or adverts lessons.

Use the 'positive features' ideas just shared as reminders for editing and improving recordings.

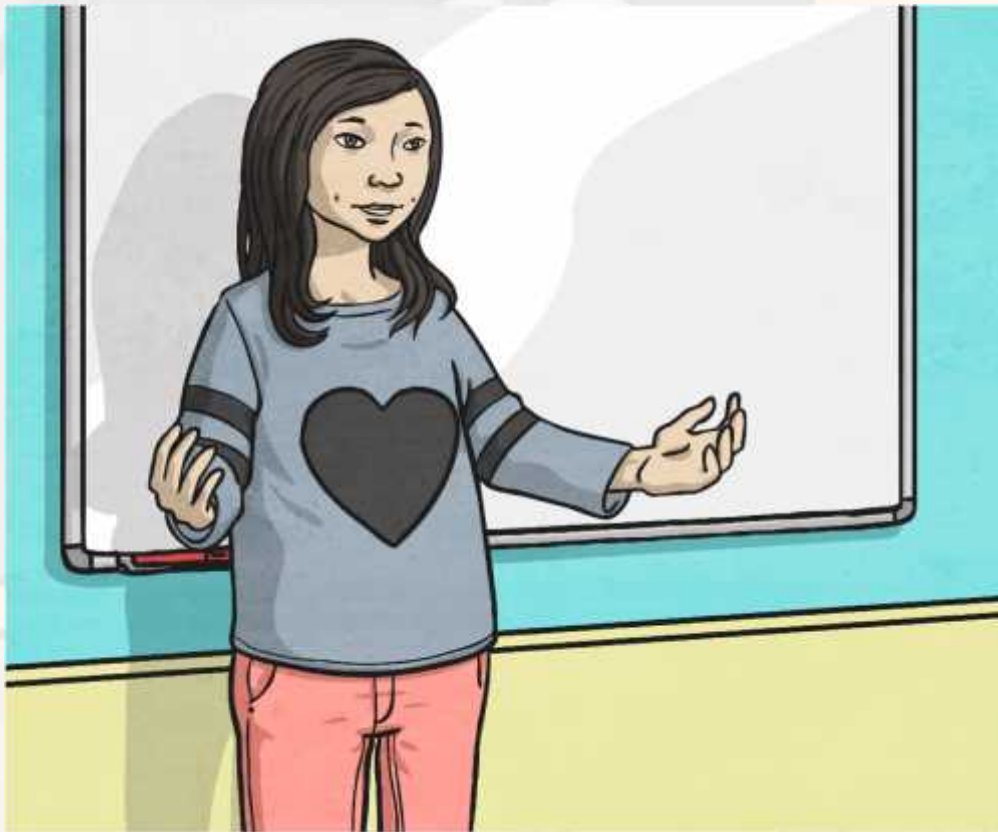


Be ready to introduce and playback one of your finished recordings.

Perform and Playback



Everyone will take turns to play or present their finished recordings, choosing from either an advert or podcast.



Creators should be ready to introduce the recording.

Remaining members of the class will use the Radio Evaluation Activity Sheet to evaluate some of the finished audio recordings.

Evaluate



Whilst listening to the audio recordings, everyone else must use the Radio Evaluation Activity Sheet to evaluate and give opinions on either two, three or four of the recordings that you hear (either podcasts or radio adverts).

★ Radio Recording Evaluation	★★ Radio Recording Evaluation	★★★ Radio Recording Evaluation
<div style="border: 1px solid black; height: 45px; width: 100%;"></div>	<div style="border: 1px solid black; height: 45px; width: 100%;"></div>	<div style="border: 1px solid black; height: 45px; width: 100%;"></div>
<p>Use this sheet to evaluate two of the adverts or podcasts you listen to. Consider what makes good radio content and comment on what you like about the recordings or what has been done well. Also think of ways that the advert or podcast can be improved. Suggest your ideas for each.</p>	<p>Use this sheet to evaluate three of the adverts or podcasts you listen to. Consider what makes good radio content and comment on what you like about the recordings or what has been done well. Also think of ways that the advert or podcast can be improved. Suggest your ideas for each.</p>	<p>Use this sheet to evaluate four of the adverts or podcasts you listen to. Consider what makes good radio content and comment on what you like about the recordings or what has been done well. Also think of ways that the advert or podcast can be improved. Suggest your ideas for each.</p>
<p>Radio Recording 1: Advert or Podcast? _____ Who recorded it? _____ Describe what it was about / what was included _____ What was good / what did you like? _____ What could be improved? _____ Give your advert or podcast a star rating out of 5: ☆☆☆☆☆</p>	<p>Radio Recording 1: Advert or Podcast? _____ Who recorded it? _____ Describe what it was about / what was included _____ What was good / what did you like? _____ What could be improved? _____ Give your advert or podcast a star rating out of 5: ☆☆☆☆☆</p>	<p>Radio Recording 1: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ Radio Recording 2: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____</p>
<p>Radio Recording 2: Advert or Podcast? _____ Who recorded it? _____ Describe what it was about / what was included _____ What was good / what did you like? _____ What could be improved? _____ Give your advert or podcast a star rating out of 5: ☆☆☆☆☆</p>	<p>Radio Recording 2: Advert or Podcast? _____ _____ _____ _____ _____ Radio Recording 3: Advert or Podcast? _____ _____ _____ _____ _____</p>	<p>Radio Recording 3: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____</p>
		<p>Include the title of the advert or podcast, or the names of who recorded it. You could give a star rating out of 5.</p>

Aim



- I can present and evaluate audio content.

Success Criteria

- I can present audio content for broadcast or download.
- I can identify positive features of audio content for radio.
- I can suggest improvements to audio content for radio.
- I can compare and contrast audio content for radio.





Radio Recording Evaluation



Use this sheet to evaluate four of the adverts or podcasts you listen to. Consider what makes good radio content and comment on what you like about the recordings or what has been done well. Also think of ways that the advert or podcast can be improved. Suggest your ideas for each.

Radio Recording 1:

Advert or Podcast? _____

Who recorded it? _____

Describe what it was about / what was included: _____

What was good / what did you like? _____

What could be improved? _____

Give your advert or podcast star rating out of 5:



Radio Recording 2:

Advert or Podcast? _____

Who recorded it? _____

Describe what it was about / what was included: _____

What was good / what did you like? _____

What could be improved? _____

Give your advert or podcast star rating out of 5:





Radio Recording Evaluation



Use this sheet to evaluate three of the adverts or podcasts you listen to. Consider what makes good radio content and comment on what you like about the recordings or what has been done well. Also think of ways that the advert or podcast can be improved. Suggest your ideas for each.

Radio Recording 1:


Advert or Podcast? _____

Who recorded it? _____

Describe what it was about / what was included: _____

What was good / what did you like? _____

What could be improved? _____

Give your advert or podcast star rating out of 5: 

Radio Recording 2:

Advert or Podcast? _____

Radio Recording 3:

Advert or Podcast? _____



Radio Recording Evaluation



Use this sheet to evaluate four of the adverts or podcasts you listen to. Consider what makes good radio content and comment on what you like about the recordings or what has been done well. Also think of ways that the advert or podcast can be improved. Suggest your ideas for each.

Radio Recording 1:

Radio Recording 2:

Radio Recording 3:

Radio Recording 4:

Include the title of the advert or podcast, or the names of who recorded it.

You could give a star rating out of 5.

Adult Guidance

Playback and Performance

The main purpose of this lesson is to provide an opportunity for pupils to present their work and evaluate the content of other examples, compared with their own. It also allows time for pupils to complete work from the previous lessons if required, either the podcast or radio advert.

Radio Station | Playback and Performance

I can present and evaluate audio content.		
I can present audio content for broadcast or download.		
I can identify positive features of audio content for radio.		
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Radio Station | Playback and Performance

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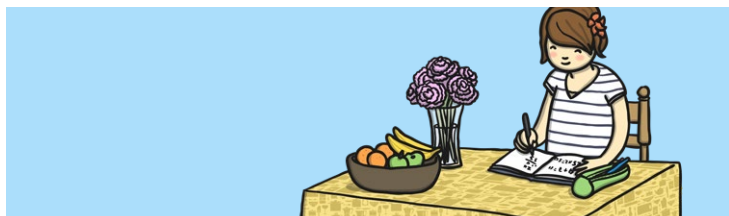
Introduction

This unit allows children to use software and digital devices for recording sound. Based around the theme of a Radio Station, it is designed to encourage a creative approach that includes interviewing, making adverts and using jingles. Other software is incorporated where children write scripts and design additional advertising for their Radio Station. Opportunities are included for children to present, listen, review and evaluate their own content as well as professional and commercial examples, plus those created by their peers.



Health & Safety

General safety in using a computer and e-safety rules, particularly if accessing the Internet. Be careful of all digital content, particularly when searching the Internet and ensure for e-safety that school network firewalls and anti-virus software are up to date and working correctly. Encourage good posture when sitting at the computer.



Home Learning

Radio Station Research: Children are challenged to research existing radio stations to investigate what is broadcast and what they enjoy listening to. Notes can be made which focus children on show titles and times, jingles and other content.

Podcast Research and Interview: Children plan ideas for their own new podcast to be recorded about an event, hobby or interesting topic of their choice. They are also challenged to think of interview questions for a friend or family member.

Assessment Statements

By the end of this unit...

...all children should be able to:

- Record and play their own sounds in recording software
- Import an existing sound file into recording software to play
- Choose appropriate software for sound recording
- Plan and record a radio advert

...most children will be able to:

- Listen to and improve on their own recordings by re-recording
- Locate and download existing sound files to be imported into recording software
- Combine two or more tracks to make a new, original recording
- Plan and record appropriate audio content for a podcast
- Evaluate what features makes good quality audio content

...some children will be able to:

- Enhance sound recordings using software effects
- Be discerning about the digital content of existing sound files and their suitability
- Rehearse and improve script ideas based on their own evaluation
- Present audio information confidently and clearly

Lesson Breakdown

Resources

1. Audacity

Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children use Audacity software as an introduction to sound recording.

- I can use software to create my own sounds by recording, editing and playing.

- PC or laptop
- Built-in or plug-in microphone
- Speakers or headphones
- Audacity software (downloaded and installed)

2. Jingles

Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children combine existing sounds with their own unique voice content to create sounds in the style of a radio jingle.

- I can combine audio effects to create an original radio jingle.

- PC or laptop
- Built-in or plug-in microphone
- Speakers or headphones
- Audacity software (downloaded and installed)
- Websites for reference

3. Planning Podcasts

Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children research and plan appropriate digital content for presentation on a radio show podcast.

- I can research and plan digital content for a radio podcast.

- PC or laptop
- Built-in or plug-in microphone
- Speakers or headphones
- Audacity software (downloaded and installed)

4. Recording Podcasts

Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children use sound recording software to create appropriate digital content for presentation on a radio show podcast.

- I can use software to create and present digital content for a radio podcast.

- PC or laptop
- Built-in or plug-in microphone
- Speakers or headphones
- Audacity software (downloaded and installed)

5. Advertising

Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children examine the features of advertisements and use the ideas to design their own advert to be recorded using audio software as part of their radio station or podcast.

- I can design and record a persuasive radio advert for a product or service.

- PC or laptop
- Built-in or plug-in microphone
- Speakers or headphones
- Audacity software (downloaded and installed)
- Relevant web links

6. Playback and Performance

Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children are given the opportunity to complete previous projects (podcast or radio advert) then present to their peers.

- I can present and evaluate audio content.

- PC or laptop
- Built-in or plug-in microphone
- Speakers or headphones
- Audacity software (downloaded and installed)