



Working with Sound

Level 1

Typically, pupils should show evidence of being able to:

- Take part in a teacher-led discussion about different pre-recorded and/or selected sounds. Explore basic features of the sound editing software. (Explore)
- Record a sound clip using a USB microphone with the teacher's help. (Express)
- Be aware that digital methods can be used to communicate. (Exchange)
- Talk about their recording, led by the teacher. (Evaluate)
- Play back their sound file with the teacher's help. (Exhibit)

Level 2

Typically, pupils should show evidence of being able to:

- Choose pre-recorded sounds to include in their work. Carry out a series of instructions using the sound editing software to alter an existing sound file or sample. *This might include adding an effect such as a loop.* (Explore)
- Record a sound using a digital recording device with the teacher's help. Import existing sounds into sound editing software and arrange them in a sequence. (Express)
- Identify and talk about how to use different digital methods to communicate. (Exchange)
- Talk about how to improve their sound file, prompted by the teacher. (Evaluate)
- Save their sound and/or present it to the class or group with the teacher's help. (Exhibit)

Level 3

Typically, pupils should show evidence of being able to:

- Research and choose copyright-free sound effects or samples from given digital sources. Preview the sound file and experiment with some features of the sound editing software. Carry out a series of instructions using the software to alter and/or edit the file. *This might include using the software to see what different tools and features can do. Based on this, they select the tools and features to use to edit their own sound file.* (Explore)
- Record a sound using a digital recording device. Import existing sounds into sound editing software and arrange them in a sequence. (Express)
- Use a contemporary digital method to communicate or contribute to a supervised online activity. *This might include sending an email or making a post to a wiki, blog or discussion thread. The email or post might be to a teacher.* (Exchange)
- Make some modifications to improve their sound file. *This might include removing some silence and/or distortion, increasing volume or removing samples.* (Evaluate)
- Save their sound file with a filename and/or present it to the class or group. (Exhibit)



Level 4

Typically, pupils should show evidence of being able to:

- Research and select different sounds to edit and include in their work, using a range of digital sources. Investigate and solve the problem set in the task brief. *This may include setting out a timeline and/or sequence of the playing order of the samples and/or sounds they collected.* (Explore)
- Record a sound using a digital recording device. Import existing sounds into sound editing software and edit and/or arrange them in a sequence, taking account of audience and purpose. (Express)
- Use one or more contemporary digital methods to communicate, exchange and collaborate in supervised online activities. *This might include sending an email with an attachment or making several relevant posts to a wiki, blog or discussion forum.* (Exchange)
- Use appropriate ICT tools and features to improve their work. *This might include trying out alternative edits, filters and compression before deciding on the best approach to take.* (Evaluate)
- Save the completed sound file in a named folder or class e-portfolio. (Exhibit)

Level 5

Typically, pupils should show evidence of being able to:

- Choose an appropriate sound editing package and select and use a range of tools and features. Research and select, with an awareness of copyright and intellectual property issues, more relevant sounds to edit and include in their work, using a range of digital sources. Investigate and solve the problem set in the task brief. (Explore)
- Create a sound file that demonstrates a clear understanding of the audience and purpose defined in the task brief. *This might include arranging sound clips in a particular sequence, using multiple tracks or controlling the balance in the finished mix.* (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating online with their peers. *This might include working online to create a collaborative sound file, or discussing, debating and/or negotiating online about the samples and/or effects to include in their individual sound files.* (Exchange)
- Use the 'plan, do, review' cycle to improve their work. *This might include designing, drafting and refining their work to make it relevant for the audience and purpose defined in the task brief. They might also ask peers to test and give feedback on their sound file to generate suggestions for improvements.* (Evaluate)
- Organise, store and maintain the recording and any associated files and/or materials in a personalised area to showcase learning digitally across the curriculum. (Exhibit)



Level 6

Typically, pupils should show evidence of being able to:

- Research and select more relevant sounds to include in their sound product for the specific audience and purpose defined in the task brief, using a range of digital sources, providing references where appropriate. Investigate a range of tools and features in the sound editing software, taking account of the specific audience and purpose defined in the task brief. (Explore)
- Identify user requirements and plan, develop and test a sound file that contains a range of more sophisticated features and multiple tracks, controlling the quality of the sound file using hardware and software controls. *This might include choosing more appropriate microphones and/or saving the file in wav or mp3 format.* (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating with peers, experts and end users. *This might include collaborating on the sound file with peers, for example sharing it in a discussion forum and allowing contributors to use collaborative features of the software to add quality comments and justifications.* (Exchange)
- Justify the software application they chose to complete the task, the alternatives they considered and the process they carried out in producing the sound file. Justify how their sound file meets the requirements of the specified audience and purpose. *This might include identifying and describing the development process and identifying key points where they made value judgements that enhanced the final version of the sound file.* (Evaluate)
- Organise, store and maintain their work in a personalised area to showcase learning digitally across the curriculum. (Exhibit)

Level 7

Typically, pupils should show evidence of being able to:

- Research, select and evaluate assets from a range of digital sources, found and created, discriminating between these for relevance, and justifying and referencing their sources. Select and justify the most appropriate package and features to use to meet the requirements of the end user defined in the task brief. (Explore)
- Set out clearly defined user requirements. Plan, develop and test a sound file that contains a range of sophisticated features and multiple tracks, controlling the mix between them and producing a final mixdown. *This might include controlling balance, panning etc.* (Express)
- Exploit contemporary communication methods to exchange, share and collaborate on their information and developed ideas with peers, experts and end users, contributing to a collaborative global environment. *This might include uploading the sound file to a blog to gather feedback from peers, experts and end users, acting on this in a discriminating way to further enhance the high quality and suitability of the product for an end user defined in the task brief.* (Exchange)



- Identify, with increasing discernment, the end user's requirements and the task's purpose at the outset, and review systematically the final sound file against the requirements at the end of the process, clearly identifying which have been met and which have not. *This might include gathering end user feedback and making further refinements or setting out recommendations for improvement.* (Evaluate)
- Manage and present a logically structured digital bank of work to showcase learning across the curriculum, taking account of format, portability, size, copyright and versioning. *This might include backing up files to an alternative location, managing multiple versions, and choosing appropriate formats and resolutions.* (Exhibit)

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