

WORKING WITH SOUND

Desirable features (DRAFT)

- If pupils are working with sound these are some of the characteristics they may demonstrate...

LEVEL 1 typically, pupils may...
<ul style="list-style-type: none">• Record in real-time to capture an activity, a voiceover or a performance, e.g. record a song or a poem (Exhibit)
LEVEL 2 typically, pupils may...
<ul style="list-style-type: none">• Open, listen to and select pre-recorded sounds (Explore)• With more independence, record in real-time to capture an activity, a voiceover or a performance (Express)• Capture soundscape information with recording devices, e.g. environmental sounds (Express)• Save chosen sounds to a specific location (Exhibit)
LEVEL 3 typically, pupils may...
<ul style="list-style-type: none">• Transport files from recording device to editing device, for example, sound card, USB, Bluetooth (Explore)• Drag in sound clips in sequence (Explore)• Use a variety of pre-recorded or given sounds (Express)• Use software to edit existing sound files e.g. crop a sound clip (Express)
LEVEL 4 typically, pupils may...
<ul style="list-style-type: none">• Plan a product with a sense of audience and purpose (Explore)• Create a product with a sense of audience and purpose (Express)• Edit, refine and modify sound file, e.g. cut, paste, sequence, delete (Express)• Save/store own work to an appropriate location for future presentation (Exhibit)
LEVEL 5 typically, pupils may...
<ul style="list-style-type: none">• Plan a product with a clear understanding of audience and purpose (Explore)• Create a product with clear understanding of audience and purpose (Express)• Work with more than one track (Express)• Control volume within software (Express)• In the event of collaborative work, assume separate role, for example, sharing files to edit before assembling whole (Exchange)• Carry out ongoing improvements and reflect upon role, process and outcome (Evaluate)• Understand and use appropriate file formats for audience (Exhibit)
LEVEL 6 typically, pupils may...
<ul style="list-style-type: none">• Independently create a multi-layered sound track for a specific audience and purpose (Express)• Introduce effects to increase impact and expression (Express)• Share process and product using a range of current digital methods, e.g. seek on-line expert help (Exchange)• Evaluate and justify process and outcomes and reference sources (Evaluate)
LEVEL 7 typically, pupils may
<ul style="list-style-type: none">• Edit presets within digital effects (Express)• In response to a brief, produce a piece of work, e.g. a radio programme, etc. in response to the specific views of end users and client needs (Express)