Question: Can you create a podcast?
Creating media- Audio editing

National Curriculum Link:

-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
-Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information
-Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

International Baccalaureate Learner Profile Link:

Balanced.
To understand the impact on my mind, body and emotions.
Understanding the impact on others.
Principled.
To take my time and think before acting.
To remain calm, thoughtful and deliberate in my actions.
Caring
What does it mean to be caring?
What people, actions and ideas do I care most about?
How do I show that I care through my actions and words?

Prior Skills: Year 3	New Skills: Year 4	Future Skills: Year 5
To use a computer to create an animation (tell a story). To set up a device to capture freeze frame photos. To capture a series of images. To use tools to review subject position. To move a subject between captures. To play a sequence of images back to review. To remove images to improve an animation. To add sound effects. To add text (captions). To play back and review a film. To export film.	To recognise that sound can be digitally recorded. To recognise that some digital devices have microphones. To recognise that recorded audio is stored as a file. To recognise that audio sound can be edited and altered. To recognise that sound can be layered. To consider the results of editing choices made. To record sound. To edit audio. To save and export an audio file.	To review existing video content. To plan a video production using a storyboard. To review captured video. To use a recording device and a computer to make a video. To hold a device safely in landscape orientation. To locate the function on the device to record video. To press the start/stop button to end recording. To use techniques to create specific effects. To focus, zoom and compose (Year 4 unit). To pan left and right or tilt up and down. To locate video captured on a device. To playback video. To select a selection of video. To apply effects to a selection of video. To split a section of video. To crop a section of video. To save and export a video file.

Knowledge, Skills and Understanding

To produce digital content in a given format e.g. podcasts, videos, AR, virtual reality, 3D, digital music or illustrations.

To learn about planning including elements that they may need to source from other services.

To build on the skills they have already developed to create content using unfamiliar technology.

To use a spreadsheet / database to collect, record data and to use simple formulae.

Challenge

Resources: Hardware: iPads, Computers	**Websites or Apps:** Apps: Book creator https://www.commonsensemedia.org/blog/the-best-podcasts-for-kids https://pdxparent.com/how-to-make-a-podcast-with-your-kids/ https://www.readingrockets.org/article/creating-podcasts-your-students https://www.teachingideas.co.uk/multimedia/podcasting-0
	Extended Writing Opportunities: Rules on how to use the Internet safely to other people.
Vocabulary: Digital, audio, devices, podcasts, recording sound, volume, fade,	**Numeracy skills:** Time restrictions involved.
Suggested Quality Texts: See selection in library.	**WOW Experience:** Listen to famous people on their podcasts. Create school podcast station for a day.
Cross Curricular Links: Philosophy: Why do people use podcasts?	