

BWJS COMPUTING

Making a Podcast Year Five

Unit Overview

This unit gives children to use a combination of their own voices and existing recorded material to create a podcast.

Children will cover:

- Writing a script using online collaboration.
- How to record, edit and manipulate sound.
- How to find and use copyright free material from the internet.
- How to upload an audio file to the internet and embed it into a blog post.

Expectations	Curriculum Links	Prior Skills
<p>Children will be able to use Google Documents to collaborate on a script before recording. They will be able to respond to feedback and redraft their script where appropriate.</p> <p>They will be able to record a series of sound clips which they will then be able to combine to make the speech of their podcast.</p> <p>They will be able to search for and download an appropriate piece of music to use in their podcast.</p> <p>They will be able to edit and manipulate the pieces of their podcast to produce the best possible finished product.</p>	<p>This unit was originally written to fit into a topic about Marwell Zoo. The children made adverts for Marwell suitable for radio broadcast. The unit could be adapted easily to record an advert for something else, or as a way of presenting information learned about a topic.</p>	<p>Children should be able to use their existing word processing skills when writing text for their script. Though Audacity will be new to them, children should be able to demonstrate good mouse control to manipulate their recordings.</p> <p>They will be able to use prior experience of internet navigation when looking for music to download, and then when uploading their podcast.</p> <p>Software Used</p> <ul style="list-style-type: none">- Google Drive (online via bwjsapps.co.uk)- Audacity- Audio Network (online via bwjsapps.co.uk)

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Assessment Strands Relevant to this Unit

IT

Bronze	Silver	Gold
<p>Understand that you need a username and password to log on to an ICT system.</p> <p>Understand that your username and password is private.</p> <p>Be able to log on to an ICT system independently.</p> <p>Understand that ICT communications must be used appropriately.</p> <p>Save files to a specific location.</p> <p>Create a folder</p>	<p>Understand that passwords should be difficult to guess.</p> <p>Understand how to use ICT communications appropriately.</p> <p>Report inappropriate use of ICT communications.</p> <p>Copy or move files to new locations and rename them.</p> <p>Transfer files from a device to a computer.</p>	<p>Understand that passwords can be made of numbers, letters and symbols.</p> <p>Create your own online account.</p> <p>Independently organise files.</p> <p>Transfer files from a device to a computer in an organised way.</p>

Research

Bronze	Silver	Gold
<p>Navigate a website following a link.</p> <p>Use a search engine to find information.</p> <p>Find information on a website.</p> <p>Add a page to favourites.</p>	<p>Use specific search terms to look for particular information.</p> <p>Search for pictures and videos online.</p> <p>Copy and paste text or images from the internet.</p> <p>Understand that not all websites are of equivalent value.</p>	<p>Assess a website and decide how useful it is.</p> <p>Understand that some websites are more accurate and reliable than others.</p> <p>Understand that internet material can be owned, and should be used in accordance with copyright.</p>

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Sound & Music

Bronze	Silver	Gold
<p>Use a microphone to record speech. Trim the beginning and end of a recording. Combine samples to create a piece of music. Create a finished sound file from recorded or pre-recorded elements.</p>	<p>Combine more than one recording together in one project. Add music to a piece of recorded speech. Adjust the tempo and volume of a piece of composed music.</p>	<p>Apply effects to alter the sound of an audio project. Make careful decisions about the mix of an audio project. Upload a sound file to a website or a blog. Compose a tune on a virtual instrument.</p>

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	Learning Objectives	Key Skills	Concepts	Lesson Content
1	<ul style="list-style-type: none">- To prepare for creating a podcast.	<ul style="list-style-type: none">- Begin a new Google Document.- Share a Google Document with another person.- Collaborate on a Google document.- Name a Google document.- Save a Google document.	<ul style="list-style-type: none">- Why used podcasting as a communication tool? What advantages does it have over the written word? (It can include sound and music, it can be listened to while working, etc. Podcasts can usually be downloaded to a portable device).	<p>Introduce the unit to children. Over the next few sessions, they are going to be writing and recording a podcast (this could be in the form of a news report or an advert – up to you!)</p> <p>Have a listen to an existing podcast, or a few examples if possible. The bbc create a selection for children: http://www.bbc.co.uk/podcasts/genre/childrens.</p> <p>Discuss what makes a podcast successful.</p> <p>Group children in prepares. Before recording a podcast, a script needs to be written. Show children how to create a collaborative Google Document.</p> <p>Children to create and share their documents, name them and begin writing their script.</p>
2	<ul style="list-style-type: none">- To collaborate in a Google Document.	<ul style="list-style-type: none">- Open a Google Document.	<ul style="list-style-type: none">- Why use Google Documents here instead of Word?	<p>Children to open their Google Document from the previous session and continue to write their script.</p>

This task may require more than one session – it is worth getting the script properly sorted before recording begins, as it will be far harder to bring focus back to the script at a later point once microphones and headphones are out! If scripts are written in Google Documents, and shared with you as a teacher, you will be able to access them and comment on them.

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3	<ul style="list-style-type: none"> - To record the sections of a podcast. 	<ul style="list-style-type: none"> - Begin a new Audacity project. - Record speech. - Move sections of a podcast around. - Save an Audacity project. - Trim the beginnings and ends of recordings. - Name sections of a podcast. 		<p>Open Audacity and remind children how to record. A brief reminder of how to look after microphones and headphones would be appreciated.</p> <p>Demonstrate how to record speech, trim speech, move sections of speech around (using the timeshift tool) and name sections.</p> <p>Children to get into their pairs – only one child needs to log on today, and they will need to remember which child it is, as their podcast project will only be accessible through their profile.</p> <p>Children to record their podcasts. Demonstrate how to use the microphone well – don't put it too close to your mouth, don't speak into it too loudly. (You can see you're being too loud when the sound shape on screen hits the top / bottom limits).</p> <p>Save projects at the end of the session.</p>
<p>Recording the pieces of a podcast may take more than one session. It's worth stressing to children that their first recordings may not be their best recordings – it takes a while to develop a good microphone technique.</p>				
4	<ul style="list-style-type: none"> - To find, download and import music to a podcast. 	<ul style="list-style-type: none"> - Download a piece of music from the internet. - Open an existing Audacity project. - Import a sound file into a podcast. 	<ul style="list-style-type: none"> - To understand why we can't use any piece of music to accompany our podcast – the writer and publishing company own the rights and are able to decide who can use the music and how much to charge for the right. 	<p>By now, you should have a sense of how your podcast is developing in terms of tone and style. Your task today is to find a piece of music that will accompany your podcast well.</p> <p>Show children the Audio Network site (this can be accessed through bwjsapps). This collection of music is all pre-licensed for educational purposes, so it downloading and using it in school doesn't break copyright.</p> <p>Allow children plenty of time to browse the Audio Network site and find a piece of music they both agree on. Then show children how to download the mp3 of the music, and remind them of how to import it into Audacity.</p>
5	<ul style="list-style-type: none"> - To mix and refine the pieces of a podcast. 	<ul style="list-style-type: none"> - Fade sections of a podcast in and out. - Adjust the volume of pieces of a podcast. 		<p>Children should now have their speech recorded, and a piece of music imported. They week, they need to refine and finish their podcasts by: positioning each section in the correct place, trimming beginnings and endings if necessary, trimming and fading music if necessary, adjusting volume levels of sections to ensure that everything is audible and consistent.</p> <p>Remind children of all these points, demonstrate as necessary, and allow them time to finish.</p>

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6	<ul style="list-style-type: none"> - To export and upload podcasts. 	<ul style="list-style-type: none"> - Export a finished podcast as an mp3 file. - Upload a sound file to a website. 		<p>Explain to children that they have one more task to complete before their podcast is finished. At the moment, each podcast can only be heard in Audacity on a computer which contains all the pieces of information you have assembled so far. What we now need to do is export the project to an mp3 file that can be listened to anywhere. Remind children of how to this, and ask them to export the mp3 into their 'My Documents' folder.</p> <p>Show children how to log in to Audioboo and upload a file. Children to do this in preparation for next week.</p>
7	<ul style="list-style-type: none"> - To embed a podcast in a blog and evaluate it. 	<ul style="list-style-type: none"> - Embed a podcast in a blog post. - Comment constructively on a podcast. 		<p>Log back into Audioboo and show children how to find the embed code for the podcast. Demonstrate how to insert this code into the html posting of the blog post.</p> <p>Give children time to upload their podcasts and then comment on the work that they have done (if they have been working in pairs, this will allow for two points of view). Then use the remainder of the time to comment on each other's podcasts, following a general reminder about how to post constructively about someone else's work.</p>