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| **Audio editing** | | |
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| Record and edit your own interview | | |
| **Subject(s):** English, Computing, History  **Approx time:** lesson 150 - 80 mins; homework approximately 60 minutes; lesson 2 20-50 mins. |  | **Key words / Topics:**   * Audio editing * Interviewing * History * Evolution of technology * Computing |
| **Stay safe**  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:  • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others  Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | |
| **Suggested learning outcomes** |  |  |
| * To recognise the importance of oral history * To use audio editing software and apply skills to record and edit an interview * To recognise the evolution of technology and the impact it had on people’s lives | | |
| **Introduction** |  |  |
| This is one of a set of resources designed to allow learners to develop their knowledge and skills in Computing and English. This resource has been developed with assistance from Archives of IT and focusses on planning, recording and editing an interview.  The lesson begins with exploring historical sources, the importance of interviewing and what skills are needed to conduct an interview. It then introduces a homework task of interviewing friends and family members about their experiences with technology, facilitating the recording and subsequent editing of audio files; as such this activity needs to be split between lessons on different days. | | |
| **Purpose of this activity**  In this activity learners will develop an understanding of the reasons for interviewing and how to carry out, record and edit an interview.  This activity could be used as a main lesson activity to support the development of communication skills in English or an understanding of documenting history. It could also be used to introduce the use of recoding and audio editing software in computing. | | |
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| **Activity** |  | **Teacher notes** |
| **Introduction (10-20 minutes)**  Teacher to introduce the activity, planning, recording and editing an interview.  Using slides 4-9 in the presentation, ask learners how we know sources of information about historical events give a true representation of events. Learners should suggest responses to the questions on slide 8 on reasons for interviewing people before progressing.  **What makes a good interview (20-30 minutes)**  Learners complete the mind map on slide 10 as a class.  Teacher to use slides 11-16 in the presentation to explain how to carry out an effective interview.  Learners to write their own series of questions for their interviews.  **How to record Audio (20-30 minutes)**  Teacher to demonstrate the use of the audio recording software and equipment, as applicable.  Learners practice their interview and recording skills with a peer:   * Download the Audacity Audio editor app. * Record voice. Test it out by saying hello. Make sure learners are sat close enough to the microphone and there is not too much background noise. * Click play to listen to the recording. * Delete this test and begin the interview.   **Homework: Interview (60 minutes)**  Learners to carry out their interview.  **Editing audio (10-30 minutes)**  Teacher to demonstrate the editing of a sound file, as required:   * Click and drag over the spot you want to trim. * Right-click and click cut. * Listen back to the recording to make sure the correct part has been removed.   Learners to edit the recordings they have created.  **Plenary (10-20 minutes)**  Learners to share their work with a peer.  Teacher to overview how this activity relates to potential careers, using slides 22 and 23 of the presentation. |  | This activity needs to be carried out across two sessions, with a homework completed between.  **Introduction**  As a starter, learners could look at <https://zapatopi.net/treeoctopus/> together as a class (slides 2 & 3 of the presentation). What is wrong with the website, what indications do we get that it is providing us false information?  **What makes a good interview (10-20 minutes)**  Slide 10 can be used to introduce the interview task, facilitating focus in this section. Learners could be given the context that if they were future historians, what would they want to know?  Learners could select a member of their family or a friend to interview. For any unable to interview people at home, they could interview school staff instead.  **How to record Audio**  If possible, the audio editor app should be pre-installed. Alternative apps are available, such as twistedwave or Office 365 online (see addito9nal websites, below).  When recording in school, as there may be multiple recordings (on multiple devices) being made concurrently by different individuals, consideration should be given to the location – can these be distributed between different areas of the classroom (or even the school, if appropriate)? Can directional microphones be provided? Is an audio-visual classroom available in school with individual booths (for example, in the languages area) or are home-made ‘sound booths’ (from large cardboard boxes lined with foam) an option?  **Homework: Interview**  Where applicable, learners should get consent forms signed.  If it is not feasible to record at home, learners could take notes of responses and record a peer at school responding with these to the questions. This would require additional time.  If appropriate consents are in place in school, in particular taking into account GDPR regulations, the school could share the produced interviews with the Archives of IT by emailing it to [education@archivesit.org.uk](mailto:education@archivesit.org.uk). Interviews sent in this way may be shared by Archives of on their website or via social media. |
| **Differentiation** |  |  |
| **Basic** |  | **Extension** |
| * Teacher to provide a number of pre-recorded interviews that learners can listen to and determine what works and what doesn’t work in each interview. |  | * Carry out interviews on other topics. * Add music and sound effects to the recording. * Turn the interview into a podcast. |
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| **Resources** |  | **Required files** icon-docicon-pdficon-ppt |
| * Writing implements * Recording facilities (for example, computer, directional microphone) * Sound recording (and editing) software * Consent forms printed, as applicable |  | icon-ppt Presentation – Audio editing |
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| **Additional websites** | | |
| * Archives of IT <https://archivesit.org.uk/> * Tree octopus spoof website: <https://zapatopi.net/treeoctopus/> * Audacity – to record and edit interviews: <https://www.audacityteam.org/download/mac/>. Alternative programs include <https://twistedwave.com/online> and Office 365 online <https://support.microsoft.com/en-us/office/record-audio-or-video-notes-b90fa4a2-253b-47ec-99bd-c9b368268465>. * Oral History Society – Things you need to consider before you start interviewing and recording: <https://www.ohs.org.uk/equipment-guide-for-schools/> * How to interview people: <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-how-to-interview-people/zrhgwty> * Podcasts for beginners <https://www.youtube.com/watch?v=c4JdpdIsJvY> * Writing a script for a Podcast <https://www.youtube.com/watch?v=JD_Mp04bYzg> | | |
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| **Related activities (to build a full lesson)** | |
| **Starters** (Options)   * Ask what learners understand by an interview. What situations do they know where interviews are used? * Look at the spoof website <https://zapatopi.net/treeoctopus/> - what do learners think of this? | **Plenary**   * Learners share their podcasts with their peers. What are the good features? How could it become more professional in look and sound? |

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| **The Engineering Context** |
| Sound engineers support the recording and live performance of music, as well as podcasts, television programs and films. |

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| **Curriculum links** | |
| **England: National Curriculum**  KS2 English  Spoken Language   * ask relevant questions to extend their understanding and knowledge * articulate and justify answers, arguments and opinions * speak audibly and fluently with an increasing command of Standard English * gain, maintain and monitor the interest of the listener(s) * select and use appropriate registers for effective communication. * composing and rehearsing sentences orally   KS2 Computing   * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create content that accomplish[es] given goals, including collecting, analysing, evaluating and presenting information * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.   KS2 History   * understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed | **Northern Ireland: Curriculum**  KS2 Communication   * structure talk so that ideas can be understood by others; * communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary   KS2 Art and design   * Use a range of media, materials, tools and processes … to realise personal ideas and intentions |

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| **Scotland: Curriculum for Excellence**  Literacy and English  Listening and talking   * LIT2-02a: When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. * LIT2-03a: I can recognise how the features of spoken language can help in communication, and I can use what I learn. * LIT2-04a: As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. * LIT2-05a: As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. * LIT2-06a: I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. * LIT2-07a: can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. * LIT2-08a: To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. * LIT2-10a: I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.   Art and design   * EXA 2-02a: opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.   Technologies  Digital Literacy   * TCH 2-01a: extend and enhance knowledge of digital technologies … and organise these in an appropriate way. | **Wales: National Curriculum**  KS2 English   * present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults   KS2 Expressive arts   * Exploring the expressive arts … * Creating combining skills and knowledge, drawing on the senses, inspiration and imagination * Cross-curricular skills: digital competence |
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| **Assessment opportunities** | | |
| * Informal summative assessment of the checklists and questions produced. * Formal summative assessment of completed recordings by the teacher. * Peer assessment and feedback on interviews produced. | | |
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