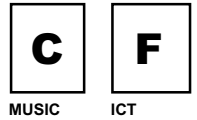


## ICT TASK

To edit digitally recorded sound and e-mail these edits to one another.

## Year Group: Year 6



## Resources

Internet connection,  
Netscape Communicator / Internet Explorer,  
Sound Studio: [www.shareware.com](http://www.shareware.com), e-mail.

## Context (Pupils' prior experience)

Pupils have experimented with attaching documents to e-mail. They have also had one session where they recorded a section of their favourite music CD onto Sound Studio and edited their 'favourite bit'.

## Task Description

Pupils will select and copy favourite bits of a pop music track from either a CD-Rom or web site and edit them onto a Sound Studio document. They will then e-mail this to a friend telling them why they have chosen these edits. Pupils will use the vocabulary of music to communicate preferences.

## Learning Intentions

Music: Knowledge and Understanding	ICT: Skills, Knowledge and Understanding	ICT Level		
		KS1	KS2	KS3
To listen with attention to detail. To use musical vocabulary.	With help, select music from a CD-Rom and import into music editing software and e-mail the sound file as an attachment. They are able to talk about their work.	w/1	2/3	4/5
To internalise and record sound with increasing aural memory.	Select music from a CD-Rom or website and import into music editing software and e-mail the sound file as an attachment. Pupils describe their work and begin to think about other methods of accessing music files and sending music to others.	1/2	<u>3/4</u>	5/6
To compare sounds using ICT to capture, change and combine sounds.	Independently select music from a CD-Rom or website and import into music editing software and e-mail the sound file as an attachment. Pupils reflect critically on their use of ICT to edit music and to communicate.	2/3	4/5	6/7
<b>Music POS related to task:</b> 2b, 3a, 4a, 5d.	<b>ICT POS related to task:</b> 3a, 4a, 6b, 5b.			

## Teaching Approach

I gave a brief demonstration to the whole class, using 'share screen' and showed the children how to copy a section of music from a CD-ROM, and then how to select small edits of this music, in the form of on-screen visual waveforms, to compile a short extract of favourite sounds. The children managed this quite quickly and in the second session some were able to attach these edits to an e-mail which they sent to me (and each other) using musical vocabulary to explain their choice of edits. As an extension pairs of children were asked to visit the web site, [www.shareware.com](http://www.shareware.com) to look at the range of demo, share and freeware available. One pair managed to download and install a freeware game on to their computer.

## Links with other curriculum areas

Music, listening and appraising.

## Form of Assessment

Teacher Observation

Written Evidence

Peer/Self Assessment

Teacher/Child Discussion