

Uplands Computing Progression of Skills 2021-2022

| Digital Broadcaster & Musician | | | |
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| <u>National Curriculum Objectives</u> | | | |
| Co2/1.6 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. | | | |
| <u>Prior Learning (Year 2)</u> | <u>Vocabulary Broadcaster</u> | <u>Vocabulary Musician</u> | <u>Apps & Links</u> |
| Co2/1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | <ul style="list-style-type: none"> - Audio -Audio Book -Audio editing -Magazine -Broadcast -Live broadcast -Microphone -Podcast -Sound -Audio -Record -Edit -Play -Stop -Skip -Waveform -Input -Output -Jingle, -Backing track -Voiceover -Mute -Gain -Digital content -Downloadable - Rehearse | <ul style="list-style-type: none"> -Clarity -Duration -Dynamics -Pitch -Tempo -Texture -Structure -Timbre -Audio -Beat -bpm -Chorus -Clipping -Compressor -Decibel -Distortion -Instrument -Record -Bars -Bass -Chords -Loop -Sample -Compose -Create -Strings -Drums | <ul style="list-style-type: none"> Spreaker Padlet Audacity Garage Band |

Progression of Skills
Digital Broadcaster & Musician

Knowledge:

- I know about basic editing skills in appropriate editing software.
- I know how to use techniques to create digital recordings.
- I know how to confidently create a recording using techniques.
- I know how to create and edit a composition with a range of techniques.
- I know how to create and share a complex musical recording.
- I know how to create a musical composition using software.

| Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
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| Skills: | | Skills: | | Skills: | | Skills: | | Skills: | |
| Broadcaster | Musician | Broadcaster | Musician | Broadcaster | Musician | Broadcaster | Musician | Broadcaster | Musician |
| -I can record my own sound effects. | -I can record my own sound effects. -I can record my voice over a compositions to perform a song. | -Understood the difference between live and pre-recorded broadcast. -I can evaluate what makes an effective audio recording. -I can create/use appropriate sounds, music and voices to represent objects, characters or atmospheres. | -I can create and edit purposeful compositions using music software to create mood or a certain style. -I can experiment with live loops to create a song. -I can create/use appropriate sounds, music and voices to represent objects, | -I can edit sound effects for a purpose. - I can record a radio broadcast or audiobook. - I can research and gathered opinions. | - I can create a simple four chord song following the correct rhythm. -I can listen to and appreciate a range of music. - I can research and gathered opinions. - I can use appropriate software to create ringtones - I can share and evaluate | - I can add voice over and edit sound clips (volume, pitch, fade, effect) to create a podcast. -I can record my voice clearly, with good expression using good microphone technique. -I can make appropriate use of sound effects and music | - I can create a remix of a popular song. -I can make appropriate use of sound effects and music (including sounds that have been recorded) to bring my radio play to life. | - I can add voice over and edit sound clips (volume, pitch, fade, effect) to use in a film or radio broadcast (podcast) - I can develop my own understanding of appropriate software and practise new skills. | - I can compose a soundtrack that can be added to a film project. - I can analyse, plan, create and evaluate my own piece of digital music to accompany a short film or montage of images or film. - I can develop my own understanding of appropriate |

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| | | <p>-I can share recordings within the classroom and sought opinions from teachers and peers.</p> <p>-I can share an opinion, with reasons, on the quality of a digital work from other learners.</p> | <p>characters or atmospheres.</p> <p>-I can share recordings within the classroom and sought opinions from teachers and peers.</p> <p>-I can share an opinion, with reasons, on the quality of a digital work from other learners.</p> | | <p>my own and others' music battle.</p> | <p>(including sounds that have been recorded) to bring my radio play to life.</p> <p>- I can record and edit my own radio play, working in groups.</p> | | | <p>software and practise new skills.</p> |
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