

## **TECHNOLOGY-12/13**

### **SELECTIVE UNIT 4 (S04)**

(Audio Production/Podcasting)

(July 2017)

**Unit Statement:** The student will learn and apply the basic principles of audio editing to develop a project for use in or outside the school. This project may include creating an audiobook, audio track for a stage play, news package, or sound design for a student film.

**Essential Outcomes:** (must be assessed for mastery)

1. The Student Will describe principles of sound design, including frequency, tone and pitch.
2. TSW set up an audio project by labeling tracks, setting up microphones, writing scripts and setting up disk space as are necessary to the project.
3. TSW adjust audio to appropriate levels.
4. TSW record dialog and sound effects and adjust their waveforms.
5. TSW cut audio to make a smooth transition.
6. TSW import from and export to a variety of audio formats (i.e., mp3, wav) and describe the importance of each.
7. TSW create and play an audio sample for other students or outside groups and critique each other's work based on the principles of sound design.
8. TSW explain how to use audio without infringing copyright laws with respect to recording artists.

#### **Key Terms and Concepts:**

Levels

Transitions

Mixdown

Soundwaves

#### **Suggested Materials:**

Software:

Adobe Soundbooth, CS6 or newer or Final Cut Pro X or iMovie.

Other Video Editing Software as an acceptable substitute:

Garage Band

[Audacity](#)

[Soundcloud](#)

<https://www.podomatic.com>

Destiny Webpath Express (found on QSI schools Library site) use this search engine to find age-appropriate websites that align with this unit.

**Hardware:**

Quality microphones, USB Microphones  
Quality headphones, Over the ear  
Sound deadening foam or material is suggested  
Tablet  
Mobile Device  
Flux Capacitor

**Suggested Assessment Tools & Strategies:**

1. Students record and edit a book on tape.
2. Students record and compile the sound design for a stage play or student film.
3. Students record and edit an original song or series of songs for a demo reel.
4. Students create an audio play.
5. Students create a talk radio program using appropriate sound effects.

*ASSESSMENT RUBRICS FOUND ON FOLLOWING PAGES.....*

**Assessment Rubric – S04 – Audio Production/Podcasting**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**To receive a ‘B’ the student must show ‘B’ level mastery on ALL Essential Outcomes. (TSW’s)**

**To receive an ‘A’, the student must show ‘A’ level mastery on ALL available and ‘B’ level mastery on all remaining TSW’s.**

<b>TSW</b>	<b>‘A’ Level Mastery</b>	<b>‘B’ Level Mastery</b>	<b>‘P’ Comments</b>
1. <b>The Student Will</b> describe principles of sound design, including frequency, tone and pitch.		Describe principles of sound design, including frequency, tone and pitch.	
2. <b>TSW</b> set up an audio project by labeling tracks, setting up microphones, writing scripts and setting up disk space as are necessary to the project.		Set up an audio project by labeling tracks, setting up microphones, writing scripts and setting up disk space as are necessary to the project.	
3. <b>TSW</b> adjust audio to appropriate levels.		Adjust audio to appropriate levels.	
4. <b>TSW</b> record dialog and sound effects and adjust their waveforms.	Record engaging dialog and sound effects and adjust their waveforms. The final product is entertaining and informative to listen to.	Record dialog and sound effects and adjust their waveforms.	
5. <b>TSW</b> cut audio to make a smooth transition.	Exceptional use of audio transitions to enhance the story with the use of fades and gaps in sound to reflect the mood of the project.	Cut audio to make a smooth transition.	
6. <b>TSW</b> import from and export to a variety of audio formats (i.e., mp3, wav) and describe the importance of each.		Import from and export to a variety of audio formats (i.e., mp3, wav) and describe the importance of each.	
7. <b>TSW</b> create and play an audio sample for other students or outside groups and critique each other’s’ work based on the principles of sound design.		Create and play an audio sample for other students or outside groups and critique each other’s’ work based on the principles of sound design.	
8. <b>TSW</b> explain how to use audio without infringing copyright laws with respect to recording artists.		Explain how to use audio without infringing copyright laws with respect to recording artists.	

<b>QSI Technology Curriculum</b>		
<b>Selective Unit S04</b>		
<b>Audio Production</b>		
<b>Assessment Rubric</b>		
<b>Rubric Item</b>	<b>‘A’ level mastery</b>	<b>‘B’ level mastery</b>
Sound Waves	<i>‘B’ level mastery only</i>	Shows and displays waves, adjusts waves correctly and appropriately. Demonstrates understanding of the tops and bottoms of waves. Audio filters are applied where appropriate.
Levels	Demonstrates excellent aesthetic appreciation and balance in keeping industry-prescribed levels.	Keeps levels within acceptable limits - can name and identify industry-prescribed levels.
Transitions	Demonstrates understanding and controls fades; effectively directs the ear to know what should be heard.	Uses cross-fades and fade in / out appropriately to ensure audience can hear and understand sounds and words.
Mixdown	Demonstrates skilled work to accomplish the mixdown to different formats with balance - uses loud and quiet appropriately to build overall effect.	Uses levels and transitions wisely to direct the ear aesthetically. Mixes down to the appropriate file format as called for by the task.
Controls	Does all the work of a "B" level project but with a keen sense of aesthetic appreciation. Can solve file formatting problems to accept or export audio files as needed to the specific purpose.	Demonstrates understanding of audio formats and can switch between them. Can go to spots in the timeline, such as beginning, middle and end, quickly without wasting too much time.