OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 3**

Cambridge TECHNICALS 2016

DIGITAL MEDIA

Unit 16 – The creation and use of sound in media

DELIVERY GUIDE

Version 1

CONTENTS

INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

ABC English   123 Maths   Work

Please note
The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk. The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

Sound is now an important part of most media products, be this the actual dialogue in a production of music, effects or atmospheric sounds. The effective use of sound can change the mood and feel of media productions. Sound is now found in the majority of media products, from film and television through to interactive media and computer games.

By completing this unit, you will understand the sound elements used in media products and how they are produced. You will be able to develop ideas for, and plan the production of, a soundtrack containing a range of sound elements. You will gain practical skills by recording and editing sound elements for use in the production of a final soundtrack.

Unit 16 The creation and use of sound in media	
LO1	Understand how sound elements are used across media industries
LO2	Know the techniques and processes used to create sound elements
LO3	Be able to plan the production of sound elements for identified media purposes
LO4	Be able to record, edit and review sound elements

To find out more about this qualification, go to: http://www.ocr.org.uk/qualifications/cambridge-technicals-digital-media-certificate-extended-certificate-foundation-diploma-diploma-05843-05846-2016-suite

Cambridge TECHNICALS 2016

2016 Suite

- **New suite for first teaching September 2016**
- **Externally assessed content**
- **Eligible for Key Stage 5 performance points from 2018**
- **Designed to meet the DfE technical guidance**

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Digital Media units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 16)	Title of suggested activity	Other units/LOs	
LO1	Media products	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products
	Purpose of sound elements	Unit 1 Media products and audiences	LO4 Understand the target audiences of media products
	Types of sound elements Enhancing visuals – theory Changing visual mood	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products
LO3	Exploring concept ideas for meeting a client brief How to create production schedules	Unit 2 Pre-production and planning	LO3 Be able to plan the pre-production of a media product
	How to conduct different types of location recces	Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product
	How to comply with legal and ethical requirements	Unit 1 Media products and audiences	LO6 Be able to evaluate legal, ethical and regulatory issues associated with media products
		Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product
LO4	Practice recording: production skills and techniques Practice in using log recordings and edit decision lists Editing and combining sound elements to create a track	Unit 3 Create a media product	LO4 Be able to carry out post-production techniques and processes for an original media product to a client brief

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Atmospheric sounds	These sounds are also known as atmos, atmosphere or background sounds; these sounds set the mood and tone of a scene, production etc. They consist of the sounds set by a given location or space.
Audio mixing	Is the process by which multiple sounds are joined together in one or more channels. In this process, the source signals' level, frequency content, dynamics, and panoramic position are controlled and effects such as reverb and echo may also be included. Further information may be found at: http://www.revolvy.com/main/index.php?s=Audio%20mixing.
Bit depth and rate	Bit rate refers to the speed at which data is transferred, whereas bit depth is the 'resolution' or quality of the transferred data.
Boom pole	This is a pole carrying an overhead microphone that allows the microphone to hover over the heads of actors on the set of a film or television production while keeping the microphone out of shot.
Dialogue/speech	This can be a script that is either recorded on location or added later (see Misconceptions); it could consist of a voice-over, for example in a wildlife documentary.
Dynamic range compression (DRC)	Controls the volumes of sound through a sound signalling process; it reduces the volume of loud sounds and increases that of quiet sounds through downward or upward compression of the audio signal's dynamic range, thus lowering or amplifying sounds for use within a media product. This is also known as 'compression'.
Film score	This is where music is written specifically for use within a film (usually consists of one or more of the following: theme music for title sequence, character's signature tune, incidental music, background music).
Flanger	This is especially popular in music to alter the sound, of an instrument for example. It is an electronic device which adjusts a sound signal through the introduction of a 'cyclically varying phase shift' into one of two identical copies of the signal and bringing them together in the music.
Foley artist	A Foley artist is a person who creates (or re-creates) sounds for use in media productions such as films, TV productions, radio dramas. For example, if the sound of an actor's footsteps was not recorded well, or lost when the voice was re-recorded, a Foley artist will recreate it. Other Foley sounds could include rain on gravel, fire crackling, and creaking door.
Gain/volume	Gain refers to the increase in power/voltage or amplitude of a signal. It is often described using units of decibels (dB). In editing a sound sequence, gain is altered to achieve a difference in the level of a particular sound. (In playback the term is often referred to simply as volume).
Incidental music	This is background music used in media products such as films, TV productions and radio dramas to create or enhance a particular atmosphere and/or mood of a production or scene.
Legal and ethical contracts	These contracts can cover voice artist releases, PPL licences, PRS licences and fees, performing rights, royalties and copyright.
Lossless and lossy compression	Lossless and lossy compression are terms that describe whether or not, in the compression of a file, all original data can be recovered when the file is uncompressed. With lossless compression, every single bit of data that was originally in the file remains after the file is uncompressed. Further information can be found at: http://whatis.techtarget.com/definition/lossless-and-lossy-compression.
Pitch	This relates to the quality of a sound governed by the rate of vibrations producing it; the degree of highness or lowness of a tone.
Sound format	There are many different file formats for sound; examples of these include WAV, AIFF, PCM, FLAC, MPEG, WMA, and MP3. These are all types of audio file format for storing digital audio data on a computer or other digital device.
Use of silence	Though sound is important the use of silence can create an equally good effect on an audience. It is necessary to know when to use silence; for example in films silence is often used to build tension just before something major happens.

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Vocal booth	A vocal booth is a standard small room in a recording studio, which is soundproofed to keep out external sounds and keep in the internal sounds.
Wild track	This term is used for sound effects recorded on location. However, these sounds are gathered when the camera is not formally rolling or could include additional takes, where lines are performed for audio purposes only. Wild track is also known as 'wild sounds' or 'wild lines'. The recorded sounds are planned to synchronise with the final recorded production. More information can be found at: https://en.wikipedia.org/wiki/Wild_track.

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
That all sound is recorded at the time of filming a scene	If possible, by visiting a local studio and seeing sound added to footage that has already been shot. Sometimes, for example, dialogue is recorded in a studio; when dialogue is filmed on a beach it is often re-recorded in a studio. Sound effects may be added after shooting by a Foley artist.	
MP3 files are no different from other sound files in terms of sound quality	There are various formats for sound including WAV and MP3. WAV files tend to be very large and thus are not good for portable players. MP3 files are a lossy format and thus lose quality but are smaller.	
Echo and reverb are the same	Echo occurs when the second hearing of the sound occurs more than 0.1 second after the first sound. Reverberation is used to describe the effect created when the second hearing of the sound comes less than 0.1 second after the first, so that the ear detects this as one prolonged sound.	
Looping through zero is not important	Trimming or cutting sounds results in an audible click or stutter when a section is removed from the centre of an audio file. Looping or cutting at the zero amplitude point will avoid this problem and result in a more effective edit.	http://manual.audacityteam.org/o/man/tutorial_looping.html
Louder equals clearer	It is not the case that louder equals clearer in the case of increasing the volume of any track which is too quiet. The use of ducking or compressor tools avoids the distortion which results from too much gain or volume on a particular track.	http://manual.audacityteam.org/o/man/tutorial_mixing_a_narration_with_background_music.html

SUGGESTED ACTIVITIES

LO No:	1
LO Title:	**Understand how sound elements are used across media industries**

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Media products	Tutors could discuss different types of media products that use a variety of sound elements, providing learners with a good understanding of how and where different sound elements are used. This could include film, fiction and non-fiction TV programmes, computer games, animations, audio-visual advertisements and radio dramas. Learners could be divided into groups to research sounds in a particular product. They could then feed back to the rest of the group their findings, detailing how the sounds have been used within their specific product types. Learners could present their findings in a presentation e.g. using example clips of the different sound techniques used. Extension activity: working in small groups, learners could compare and contrast their different products and different sound approaches. Useful resource links for how sound is used in media products: https://www.youtube.com/watch?v=RFl0NSQGcgo https://www.youtube.com/watch?v=vNSlU2ukE1E	1.5 hours	Unit 1 LO3
Purpose of sound elements	It is important that tutors detail the different purposes of media products and how sound is used e.g. to inform, sell, entertain and educate. Learners could explore how the sound enhances this purpose (for example, in advertising jingles, memorable theme tunes, key messages or to enhance a game). Tutors could divide learners into small groups to examine the purpose of the media products and carry out research to find their own examples of the use of sound to educate, entertain, inform, or to sell products. Learners could create a blog to show how the different types of sounds have been used effectively and include examples. Useful resource links which show the different types of sounds: http://www.soundworkscollection.com/videos/angrybirds http://www.soundworkscollection.com/videos/the-music-of-far-cry-primal-with-composer-jason-graves	1 hour	Unit 1 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Types of sound elements	A tutor-led discussion could examine the types of sound elements. A spider diagram could be used to record the group's findings about the different types. These could include: wild tracks, atmospheric sound, sound effects, dialogue/speech, music (e.g. theme tunes, incidental music). Tutors could divide learners into small groups, with each to be given a specific type of sound element(s). Learners could then find examples of where these have been used in different types of products e.g. in a game, a film or a TV programme. Learners could then create a presentation to show their findings to the rest of the group. Useful resource links illustrating how different sound elements are created for specific purposes: Wild tracks: https://www.youtube.com/watch?v=rybiZFyCo04 https://www.youtube.com/watch?v=EZjpKZ4_vac Ambient and natural sound recording: https://www.youtube.com/watch?v=6eiyEUkvyb0 https://www.youtube.com/watch?v=JYLMpHSWo2M Sound effects: https://www.youtube.com/watch?v=l-3M0ZF4fE4 https://www.youtube.com/watch?v=yYeiUFnYb10	1 hour	Unit 1 LO3
Visiting speaker	If possible, a visiting speaker could come into the centre to talk about the use of sound elements in their products. This speaker could be from a local radio station or theatre company and could demonstrate the use of sound elements in their productions and shows; for example, to increase tension and enhance characterisation. Learners could make notes or video and/or sound bites of the visitor's presentation to use as reference notes when they construct their own sound file.	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Enhancing visuals – theory	Tutors could discuss how sound is used to enhance the visuals that are shown on screen or in a theatre. For example, to create mood and atmosphere, to reinforce genre conventions, to portray a feeling or to enhance characterisation. Tutors could allocate learners different genres – e.g. documentary (for example, a wildlife documentary – quiet can signify tension), horror (use of sound/silence to add to tension/feelings of dread). Learners could then examine how sound elements have been used in their given genre to enhance visuals through creating tension, reinforcing genre conventions, establishing mood and the effect of elements on the audience. Learners could present their findings to the rest of the group using a video that is paused at certain points at which the learner could describe how the sound has been used and why. Useful links to media products that use different types of sound elements: Computer games https://www.theguardian.com/technology/2014/apr/08/computer-gaming-audio-lucy-prebble Radio https://prezi.com/4h4l-ovv4nlf/elements-of-radio-production/ https://www.youtube.com/watch?v=oNhRdK14_ds Useful resource links to horror movie sound: http://nofilmschool.com/2013/11/why-hearing-stuff-is-scarier-than-actually-seeing-stuff http://www.dailymail.co.uk/sciencetech/article-1281385/Ever-wondered-music-horror-films-scares-The-harsh-sounds-tap-instinctive-fears.html	1 hour	Unit 1 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Changing visual mood	Tutors could show how mood can be changed based on the music that is set to match the images on screen. Working from the group discussion in the Enhancing visuals – theory activity above, learners could take a film clip (either given to them by their tutor or found themselves) and add a different piece of music to it in order to change the mood. For example, learners could take an old Hammer Horror film clip and add a romantic soundtrack to it to completely change the mood and feel of that piece of film. Working in groups, learners could compare and contrast their altered soundtracks and how these portray a different mood. Useful resource links illustrating how different types of sounds can change the mood of media clips: https://www.youtube.com/watch?v=rn9V0cN4NWs https://www.youtube.com/watch?v=juyRjqSreWo	1.5 hours	Unit 1 LO3

SUGGESTED ACTIVITIES

LO No:	2
LO Title:	**Know the techniques and processes used to create sound elements**

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Sound creation in a working environment	If possible, tutors could arrange a visiting speaker or a visit to a local company that produces sound (such as a local theatre or radio station). Through a demonstration by a specialist, learners will be able to understand the techniques and processes that a company uses to produce different sound elements in its media products. Learners could explore Foley effects (and in the process understand the role of the Foley artist). Learners could consider how and where music is used to enhance a media product (such as theme music, film score, character's signature tune or vocals, and incidental music). Learners could prepare sets of questions; for example, for the Foley artist, regarding how certain sound effects are produced. Learners could then obtain a better understanding of how some sound elements are produced and the equipment/techniques used. Learners could take a video or sound recording of their visit. Learners can then play this recording back when they have returned to the centre and produce a diary blog which they could share with the group. Useful resource links which show the work of Foley artists: https://www.youtube.com/watch?v=AwBxNj_0B_Y https://www.youtube.com/watch?v=zbfCgyhyvgg https://www.youtube.com/watch?v=wx32-L9tJcE	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Exploring the different types of recording equipment available and used by the industry	Tutors could take learners through the equipment that is available within the centre and explain what it is and how it is used. Learners can then research the different equipment that they have been shown and other equipment that they could use (but may not be available to them within the centre) to capture different types of sound, such as microphones, headphones, boom poles, baffles, acoustic isolation panels, vocal booths. Tutors could divide learners into small groups to research a specific piece(s) (much of this will depend on what the centre has available; however as previously mentioned it is useful for learners to know the full range of equipment that they may use if they were to be employed in this field even if the centre does not have access to it). Each group could then create a presentation of their findings and report back to the remainder of the group. Useful resource links to different types of sound recording equipment: https://www.prokit.com/sound/ http://learnaboutfilm.com/making-a-film/equipment-for-low-budget-filmmaking/sound-equipment-for-film/ https://www.youtube.com/watch?v=5QAgc63lNJM	1.5 hours	
Explore different techniques for using the equipment to develop different types of sound	Using the equipment demonstrated in the previous activity, tutors could explore with learners the various techniques employed when using the different types of sound equipment. Linking with the activity above, learners could carry out research into the equipment they have previously looked at regarding the techniques that are employed with that equipment e.g. microphone placement, setting levels, use of ambient sounds. They can then report their findings back to the rest of the group or share a blog status. Useful resource links which explore different techniques using sound recording equipment: http://filmg.co.uk/files/downloads/Audio-Resource_-Notes.pdf http://www.poynter.org/2012/10-tips-for-using-audio-more-effectively-in-multimedia-stories/173082/ https://www.youtube.com/watch?v=n6LqibtC-5g	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Explore types of sound formats used by industry	Tutors could discuss and demonstrate the different sound formats, looking at the quality and size of each. Learners could gain an understanding of the correct format to use, depending on the media in which it may be distributed. Learners could be given different sound formats and asked to review the quality of the sound and size of the file. Learners could recommend the best platform for use. Learners could be placed into pairs or small groups where they compare their findings. Learners could create a blog where other learners can explore the findings. Useful resource links for different sound formats: http://www.makeuseof.com/tag/a-look-at-the-different-file-formats-available-part-1-audio/ http://www.downloadjudge.co.uk/fileformats.html http://www.soundmattersblog.com/digital-audio-formats-introduction/	1 hour	
Explore how compression is used with different sound files and storage methods	Linking with the previous activity, tutors could demonstrate the use of compression on different sound file types. Tutors could demonstrate different storage methods and explore the differences between storage that could be used in a studio vs that which could be used on location (emphasising the difference between portability and storage capacity). Learners could listen to the quality of the sound file before and after compression and try to distinguish the difference. Each learner could then listen to a variety of compressed and non-compressed sounds and categorise them according to quality. Useful resource links providing advice on compression: https://www.soundonsound.com/sos/dec00/articles/adcompression.htm http://productionadvice.co.uk/using-compression/	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Size vs quality	Tutors could guide learners through the size vs quality debate and demonstrate how lossy, lossless and bit rates affect the sound quality. Linking with the two previous activities, learners could explore how the size of a file can affect the quality of the sound, looking at lossy and lossless, bit rates and overall file sizes. Learners could be given sound files for them to try varying bit rates and different rates of compression to explore the differences in the sound file size and quality. They could then report back their findings to the rest of the group. Useful resource links for lossy versus lossless and bit rates: http://www.head-fi.org/a/a-quick-guide-to-lossless-versus-lossy-music-files http://lifehacker.com/5810575/does-bitrate-really-make-a-difference-in-my-music http://www.bbc.co.uk/education/guides/z7vc7ty/revision/4	1 hour	

LO No:	3
LO Title:	**Be able to plan the production of sound elements for identified media purposes**

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Exploring concept ideas for meeting a client brief	The centre could provide learners with the following mini brief: The English city of Worcester was the site of the last battle in the English Civil War. The local council wishes to create a promotional advertisement for the radio to attract tourists to the city. You have been approached by the city council and have been given the brief that in 1651 the battle would have been raging outside the city walls (with cannons, muskets and swords being used) and the King's men would have been riding their horses around the cobbled streets to gain support from the local people in fruit and cattle markets and inns. The council would like you to include a voice-over, sound effects and any additional sounds to promote the city and encourage visitors to see its local history. Tutors could discuss and explore ideas through the use of spider diagrams, rough scripts, audio storyboards and how these are used to generate ideas. Learners could be divided into groups with each group given a specific area from the exploratory discussion to extend further using the mini brief, applying their own ideas. Each group can then report back to the remainder of the group on how these ideas are conveyed for use in the promotional advertisement. Useful resource links: https://www.serif.com/appresources/MPX5/Tutorials/en-gb/tutorials/basics_storyboarding.htm http://www.grc452.com/docs/Storyboard_Example.pdf http://www.the-organic-mind.com/spider-diagrams.html	2 hours	Unit 2 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
How to create production schedules	A tutor-led discussion could explore production schedules and what is included in these. For example, dates, timings, activities that are to be undertaken, location or locations that may be used (this could be outdoor or in a studio), personnel that will be involved and any contingency planning. Learners could explore what contingency planning is and why it may be necessary (for example, due to weather conditions which could stop or interfere with the recording, or if recording wildlife, will the animal be available to be captured on the audio). Using the mini scenario from the activity above, learners, working in gropus and with tutor guidance, could work on creating a production schedule for this scenario. Learners could present their production schedule to the whole group and compare and contrast the approaches taken. Useful resource link to audio production schedules: http://www.premiumbeat.com/blog/audio-preproduction/	1 hour	Unit 2 LO3
How to conduct different types of location recces	A tutor-led field trip could enable learners to gain an understanding of carrying out a recce. This could include indoor and outdoor locations and learners could think about how to get the best sound out of the different location types. Learners could take notes and pictures of the location so that these can be shown to the rest of the production team. Using the mini scenario in the Exploring concept ideas for meeting a client brief activity above, learners could talk through with their tutor their recce requirements based on their ideas, production schedules and proposed locations. Useful resource link to audio location scouting ideas: http://www.videomaker.com/article/c4/15796-audio-location-scouting	1 hour	Unit 2 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
How to comply with legal and ethical requirements	Tutors could discuss the legal and ethical issues surrounding sound recording. This will enable learners to understand the framework they must adhere to when producing sound for use in a media product. To ensure learners have a full understanding of any issues they may encounter this should include: voice artist release forms, PPL, PRS, performing rights, royalties and copyright. Learners could create a blog to highlight the legal issues they may encounter in their sound recording for the mini scenario in the Exploring concept ideas for meeting a client brief activity and how they will comply with any legal requirements. This can then be reviewed by the tutor and shared with the group. Useful resources: http://www.thefilmnetwork.co.uk/ http://www.ppluk.com/ https://www.prsformusic.com/Pages/default.aspx	1 hour	Unit 1 LO6 Unit 2 LO1
Practice recording: different sound elements	Based on the mini scenario in the Exploring concept ideas for meeting a client brief activity, learners could try a practice recording of their sound ideas and find out if their plans have been effective in producing the expected sound elements. For example, if they are creating a sound effect that requires a prop, have they used the correct 'prop' to create the sound they were looking for? It may be that they need to trial different types of props to get the correct sound effect they are looking for. Learners could use a small recording device such as the microphone on their smartphone to test their ideas, before embarking on their full audio production to meet the requirements of the mini brief using the full sound equipment in a studio or on location.	1.5 hours	
Native and exported formats	A tutor-led discussion could explore the difference between native and exported file formats. Learners could be shown the use of version control and why it is important to ensure that it is possible to roll back to a previous edit or version. Learners could review their own practice files and save these, using alternative naming conventions, as new versions. They could try a simple edit on these sound files (such as cutting out any silences at the start or end of the recordings). Learners could then save these changes using version control conventions. Useful resource link outlining version control requirements: http://oss-watch.ac.uk/resources/versioncontrol	30 minutes	

LO No:	4		
LO Title:	**Be able to record, edit and review sound elements**		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Using sound recording equipment	Tutors could discuss and demonstrate the use of equipment available in the centre such as microphones, recording equipment, materials used for sound effects. Learners could explore setting up the equipment they planned to use in the activities in Learning Outcome 3. Learners, working in groups, could help each other with the set-up of sound recording equipment (this may especially be the case if some of the equipment is heavy or difficult to handle). Learners could use this equipment to record the sound for the mini scenario in the Exploring concept ideas for meeting a client brief activity in Learning Outcome 3. Much of the work may need to be tutor-led to enable learners to get the best results from the centre's equipment. Useful resources which show the different types of sound recording equipment: https://www.prokit.com/sound/ http://learnaboutfilm.com/making-a-film/equipment-for-low-budget-filmmaking/sound-equipment-for-film/ https://www.youtube.com/watch?v=5QAgc63lNJM Useful resources for different techniques in using sound recording equipment: http://filmg.co.uk/files/downloads/Audio-Resource_-Notes.pdf http://www.poynter.org/2012/10-tips-for-using-audio-more-effectively-in-multimedia-stories/173082/ https://www.youtube.com/watch?v=n6LqibtC-5g	2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
How to conduct a risk assessment and comply with findings	A tutor-led discussion on risk assessment and health and safety will give learners guidance on how they must operate in order to comply with these requirements and why it is necessary to do so. Learners, working in groups, could discuss and outline how they would undertake a risk assessment and identify any possible issues with health and safety when they carry out the work on their mini scenario. Each group could then present their ideas to the rest of the group. Useful resource on how it is possible to control risks: http://www.hse.gov.uk/risk/controlling-risks.htm	1 hour	
Practice recording: production skills and techniques	Tutors could demonstrate the operation of the centre's audio recording equipment and how to adjust sound levels for recording audio tracks. Tutors could discuss the importance of testing the quality of sound as it is recorded and listening for the quality of the output recording. Tutors could demonstrate a selection of sound types such as voice, Foley effects, and instrumentals. Using the mini scenario in the Exploring concept ideas for meeting a client brief activity in Learning Outcome 3, along with their pre-production documents, learners could practise using their chosen equipment. Under guidance from the tutor they could ensure the best practice and techniques are employed when using the equipment to record their specific sound elements. Multiple recordings may be required to obtain the right sound outcome. Useful resource links for preparation when recording sounds: Audio recording using different microphones https://www.youtube.com/watch?v=2edewYkE_f0 How to check the phase by listening https://www.youtube.com/watch?v=rXQcjaXnhG0 Understanding decibels https://www.youtube.com/watch?v=OU4Hn0wxaVQ Recording drums with four microphones https://www.youtube.com/watch?v=OVTIcL4sKOg Sample rate and sample size https://www.youtube.com/watch?v=kAwSqQIBUes	2.5 hours	Unit 3 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Practice in using log recordings and edit decision lists	Tutors could lead a demonstration on the logging of recordings, the identification of the most appropriate version and how to decide on the edits (using an edits decision list). This will enable learners to obtain the skills to try this on their sound elements for the mini scenario in the Exploring concept ideas for meeting a client brief activity in Learning Outcome 3. Learners could practise using edit decision lists on their own sound recordings. Learners could split into smaller sub-groups and share their work, which will enable them to compare and contrast their different sound elements. Useful links to edit decision lists: https://www.gearslutz.com/board/post-production-forum/603131-edit-decision-list-edl.html https://en.wikipedia.org/wiki/Edit_decision_list https://www.videomaker.com/article/c3/17029-shot-lists-and-edit-decision-lists-keeping-organized	1 hour	Unit 3 LO4
Editing and combining sound elements to create a track	Tutors could lead a demonstration of the operation of the centre's audio editing equipment, combining sound elements to create a final audio track. Tutors could demonstrate layers, audio levels and audio transitions. Learners can use the sounds that they have recorded for their mini scenario in the Exploring concept ideas for meeting a client brief activity in Learning Outcome 3 and edit these for use in the final product. Tutors should monitor and help learners with the software that is being used in order to get the best results. Useful resources: Layering in Audacity https://www.youtube.com/watch?v=G6GoFk15C5Y Layering in Adobe Audition https://www.youtube.com/watch?v=Db7Np-_8u8o Matching volume across audio files in Adobe Audition https://www.youtube.com/watch?v=x3megKzczjk Increasing volume in Audacity https://www.youtube.com/watch?v=BKHFHG0frEA Fades and cross fades in Adobe Audition https://www.youtube.com/watch?v=3KzTEtm3PX0	2.5 hours	Unit 3 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Technical qualities of final audio track	Tutors could lead a demonstration on how to review the technical quality of the sound products including: pitch, loudness, bit depth and sample rate. Learners can then work on their own sound files to ensure the technical quality of it matches the brief requirements.	2 hours	
How to obtain audience feedback and act on it	Tutors could lead a discussion on gaining audience feedback. Learners could discuss the different feedback approaches that could be used to gather the intended audience's thoughts on the produced sounds. This could be via peer assessment or a more general cross-sectional audience (if this is possible within the centre). Learners could then develop their own approaches to capture audience feedback using the examples detailed through the discussions. Useful resource link to different types of audience feedback: https://blogs.it.ox.ac.uk/fawei/2012/05/22/how-to-gather-feedback-from-your-audience-about-your-podcasts-2/ Extension activity: learners could analyse the feedback received on their final sound elements. They could consider how well the final sound meets the requirements of the mini brief in the Exploring concept ideas for meeting a client brief activity in Learning Outcome 3 and, through group discussion, determine if the requisite technical and audio qualities have been obtained.	1 hour	

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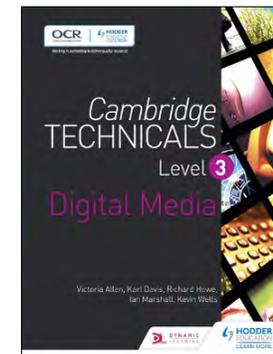
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