Digital Broadcaster

Learning Technologies
INNOVATION FOR THE FUTURE

	Exploratory Learner will	Developing Learner will	Confident Learner will	Independent Learner will	Transformational Learner will
Awareness	Listen to audio recordings from a variety of genres, including stories, poetry and radio broadcasts.	Listen to audio in a variety of genres, and express an opinion about them. Understand the difference between a live and pre-recorded broadcast.	Listen to audio in a variety of genres, and evaluate what makes an effective audio recording. Understand that pre-recorded broadcasts can be created from recordings made at different times.	Listen to audio from a variety of genres, and evaluate best practice in style, structure and content in a broadcast. Understand that a broadcast can be made up of contributions from different groups made at different times.	Listen regularly to audio recordings as a source of enjoyment or information – e.g., podcasts for topics of personal interest, audiobooks.
Planning	Contribute to decisions about the content of a class audio recording, e.g. a role-play, song, or story.	Work independently or with other learners to write a simple script.	Structure a podcast script to include clear sections e.g. intro, teaser, content, outro. Identify the key roles required to produce a podcast e.g. presenter, producer, actors, sound engineer.	Structure podcasts in different ways, integrating recordings from other groups or sources. Adapt planning in response to deadlines and technical constraints.	Experiment with different structures for podcasts, and evaluate them using feed-back, modifying future planning in response.
Skills	Record own voice, and listen back to the recording. Contribute to a class recording by adding sounds and voices. Control playback of a recording: start, stop and pause.	Work independently or with other learners to record a script, sequencing audio recordings appropriately. Create appropriate sounds, music, and voices to represent objects, characters or atmospheres. Carry out simple editing tasks e.g. shorten an audio clip.	Record a script, adding other forms of stored audio (e.g. music and sound effects) to enhance their recording. Include self-created or legally licensed music in all recordings. Carry out more complex editing tasks e.g. splitting audio clips or modifying sound levels.	Create podcasts as part of a group where each member has clearly defined roles. Have some understanding of how to maximise the audio quality of recordings – e.g. correct use of a microphone. Use different styles of presentation to communicate ideas e.g. interviews, quizzes, role-plays, or debates. Select appropriate editing skills to suit the task.	Create a series of podcasts, designed for a specific audience. Understand the technology of podcasting, including use of microphones, audio compression, and the online publication of podcasts through RSS. Experience the challenges and limitations of live broadcasting. Engage with individuals outside of the school community as

					part of recordings – e.g. interviewing local people or experts.
Sharing	Share recordings within the classroom, and listen to the work of other children.	Share recordings within the school and seek opinions from teachers and other learners.	Share recordings within the school community e.g. via a learning platform.	Share recordings beyond the school e.g. onto the school website.	Share recordings for public consumption online using media sharing services (e.g. iTunes).
Feedback / Evaluation	Express a simple opinion about the recording.	Listen to recordings, notice obvious improvements and re-record sections if required. Share an opinion, with reasons, on the quality of a digital work from other learners.	Listen to own recordings and evaluate against agreed success criteria. Give useful feedback to other learners about their audio recordings e.g. using a survey on a learning platform. Respond positively to feedback from peers and teachers, and make changes to improve recordings.	Listen to own recordings, evaluating the structure, content and audio quality, and seeking to improve these if necessary. Give detailed feedback to other learners about the content, structure and style of their recordings. Respond positively to feedback from peers and teachers, and make detailed changes to improve recordings and to inform the planning of future recordings.	Interact with an online audience using forums or social media, and use feedback from the audience to improve future recordings.