



## Sound and Editing

# Film Studio

# Sound and Editing

## Introduction

Both sound and editing can be used in films to help tell the story. Here children can find out how to record the sound for their films and edit the finished product. There's also information about how to polish and present their films with transitions and titles.

NB: Children can find out more about music and soundtracks in the Library and sound effects in Special Effects studio.

## Aims

To help children understand the editing process and learn the filmmaking terms connected with this (e.g. the names of different transitions)

To enable children to select and order frames to tell their stories.

To teach children how to evaluate the use of sound and music in film so they can use this knowledge to make choices about their own films.

## Interactive task

- a. In the interactive game children can order six clips from a short film sequence and add a soundtrack and transitions to each clip to link them together.

## Scrapbook Activities

- b. **Audio**  
How to record and edit sound for a film
- c. **Editing**  
Guidance on editing a film using digital software
- d. **Titles and transitions**  
How to polish and present a film so that it's ready for screening





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## Curriculum links

### Primary Framework

#### Literacy

#### Strand 12 Presentation

Most children learn to:

use keyboard skills and ICT tools confidently to compose and present work (d)

### QCA Schemes of Work

ICT Unit 3D Exploring Simulations

### National Curriculum

#### KS1 ICT

- 2b** how to select from and add to information they have retrieved for particular purposes (a,b,c)
- 2d** to try things out and explore what happens in real and imaginary situations [for example, using an adventure game or simulation] (a,c)
- 3b** to present their completed work effectively (c,d)
- 4a** review what they have done to help them develop their ideas (a,c)
- 4b** describe the effects of their actions (b,c)
- 5b** exploring a variety of ICT tools (a,b,c,d,e)

#### KS2 ICT

- 2a** how to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (a,b,c,d)





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- 2c** to use simulations and explore models in order to answer 'What if ... ?' questions, to investigate and evaluate the effect of changing values and to identify patterns and relationships (a)
- 4a** review what they and others have done to help them develop their ideas (a,c,e)
- 5b** working with others to explore a variety of information sources and ICT tools (a,b,c,d)

### Cineliteracy

#### Stage 1

##### Outcomes

Work co-operatively with others to discuss or make moving image sequences (c)

Use ICT software to sequence still or moving images to tell a story or convey information (a,c)

Add music or commentary to a moving image sequence (b)

#### Stage 2

##### Outcomes

Use key words to explain how a FVT sequence is constructed (a,b,c,d)

#### Stage 3

##### Outcomes

Explain how meaning is created through editing of image and sound (a,c)

