Good morning,
you’re listening to … –
recording radio show or podcast introductions,
Levels 5 and 6

Media Arts

Unit of work

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Introduction

Overview of the unit of work

**Title:** Good morning, you’re listening to … – recording radio show or podcast introductions

**Timing (approximate):** 5 × 20–45-minute lessons

**Description:** Students explore radio show or podcast introductions and how they engage and maintain audience interest. Students learn that the introduction sets the tone of the show and places appropriate focus on the radio show or podcast host. Students plan, script, record, present and evaluate their own media recordings, with the aim of engaging listeners.

 In this unit of work students will develop knowledge and skills in the following key Media Arts areas:

* the media languages used to tell stories
* the technologies that are essential for producing, accessing and distributing media
* the various institutions that enable and constrain media production and use
* the audiences for whom media arts products are made and who respond as consumers, citizens and creative individuals

the constructed representations of the world, which rely on shared and disputed social values and beliefs.

**Overall learning intentions:** To explore the genre conventions and structure of radio or audio podcasts

 To plan and structure a radio or audio podcast introduction

 To develop skills using materials and media technologies to structure a media product to communicate ideas to an audience

 To structure a media product using media elements and story principles

 To evaluate their own radio show or podcast introduction, and those made by others, by identifying media, elements and story principles to engage audiences

**Assessment:** Opportunities for assessment include:

documented ideas ([Learning activity 1](#LearnAct1))

script ([Learning activity 2](#LearnAct2))

recorded audio ([Learning activity 3](#LearnAct3))

edited audio ([Learning activity 4](#LearnAct4))

reflection ([Learning activity 5](#LearnAct5))

teacher notes from observations of students in class discussions and reflective conversations (all learning activities).

**Further resources:** Examples of student work using the software application Audacity:

* ['Radio intros' by Grade 5, Rowellyn Park PS, 2019](file://Users/kathrynhendy-ekers/Downloads/%E2%80%A2%09http%3A/rowellynparkps.global2.vic.edu.au/2019/05/08/radio-intros-by-grade-5)

 Consider how students will collaborate and document their work throughout the unit. Online options include:

* a class blog using [Global2](https://global2.vic.edu.au/)
* Microsoft OneNote, which is available via Microsoft Office 365
* Google Classroom, which is integrated with Google Drive

 Tutorials for Office 365 and Google Classroom are available through [Lynda.com](https://www.lynda.com/).

 Teachers in Victorian government schools can access Google apps, Office 365 and Lynda.com through [eduSTAR](https://www.edustar.vic.edu.au/CookieAuth.dll?GetLogon?curl=Z2FcatalogueZ2FPagesZ2FSoftwareHome.aspx&reason=0&formdir=3).

Links to the Victorian Curriculum F–10

**Curriculum area and band:** Media Arts, Levels 5 and 6

**Content descriptions:** Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text [(VCAMAE029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE029)

 Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories [(VCAMAM030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM030)

 Plan, produce and present media artworks for specific audiences and purposes using responsible media practice [(VCAMAP031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP031)

 Explain how the elements of media arts and story principles communicate meaning and viewpoints by comparing media artworks from different social, cultural and historical contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples [(VCAMAR032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR032)

**Relevant achievement standard:** By the end of Level 6, students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they make, share and view.

 Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions. They explain the purposes of media artworks made in different cultures, times and places for different audiences.

Relevant Media Arts terms

The following terms are relevant to this unit of work. Most of the definitions below have been taken from the [Learning in Media Arts page](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/media-arts/introduction/learning-in-media-arts) of the Victorian Curriculum F–10.

Technical and symbolic elements

The technical and symbolic elements of media arts, including composition, space, time, movement, sound, colour and lighting, work together to create meaning in different contexts and forms for different purposes.

In media arts, both technical and symbolic elements work together within established and emerging genre conventions and technologies to inform, persuade, entertain and educate through story principles.

Story principles

The elements of media arts are combined and shaped using story principles of structure, intent, characters, settings, points of view and genre conventions:

* structure – the overarching narrative and construction of the story, including the opening, development and resolution of the story, and the ideas represented in the story
* intent – the purpose of the story and intended audience
* characters – the people or subjects in a media artwork
* settings – the locations or environments of the story
* points of view – including the point of view of the person telling the story
* genre conventions – the style of the story

Viewpoints

The different meanings that are generated, based on the experiences of the artist, creator and audience. As students make, investigate and critique media artworks as producers and consumers of media artworks, they ask and answer questions to interrogate the practice of the artist, the representation of meanings and the interpretations of the audience. Meanings and interpretations are informed by the contexts of societies, cultures and histories, and an understanding of how elements, materials, skills and processes are used. These questions provide the basis for making informed critical judgments about the students’ own media artworks and the media artworks they see, hear, interact with and consume as audiences.

Media techniques and processes

The skills, techniques and processes used to create media artworks through three stages of production:

* pre-production, including scriptwriting, storyboarding, sketching designs, planning, research
* production, including capturing, recording, directing
* post-production, including mixing, editing, assembling, laying out, distributing.

Media materials

In planning and producing media arts, students use images, sounds and texts, and media technologies including equipment, props, costumes and sets.

Learning activities

Learning activity 1: Explore and Represent Ideas –
Exploring radio shows and podcasts

**Timing (approximate):** 20 minutes

**Learning intentions:** To understand the genre conventions of a radio show or podcast introduction

 To understand the purpose of a radio show or podcast and how it can convey a specific viewpoint or message to an intended audience

 To understand the structure of a radio show or podcast introduction by investigating sound and story arcs, and their relationship to the intention of the radio show or podcast

**Content descriptions:** Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text [(VCAMAE029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE029)

 Explain how the elements of media arts and story principles communicate meaning and viewpoints by comparing media artworks from different social, cultural and historical contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples [(VCAMAR032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR032)

**Achievement standard extract:** … students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they … view.

 They explain the purposes of media artworks made in different cultures, times and places for different audiences.

**Resources required:** Examples of radio show or podcast introductions. Online examples include:

[‘Intros and Mr. Riddle - Ronald McDonald Kids Radio Birthday Party’ video](https://www.youtube.com/watch?v=p88lyu0APr4), YouTube

[Scripts for introducing the radio host](https://producer.musicradiocreative.com/scripts-for-introducing-the-radio-host/), Music Radio Creative

 Whiteboard for brainstorming ideas

 Student journals for documenting ideas and planning. These could be digital journals created in an app (Microsoft OneNote, Evernote), as a blog (WordPress, Blogger), in a wiki (Wiki) or for a website (Wix).

1. Begin by activating students’ prior knowledge of the purpose of radio shows and podcasts, as well as audience interests and engagement.
* When do you listen to the radio? When do you listen to podcasts?
* What do you like hearing on the radio or in a podcast?
1. Listen to example radio show or podcast introductions. Discuss and analyse some of the following:
* What are some commonalities (conventions) in the introductions? For example:
* name of show/host
* music or sound effects
* welcome to listeners
* summary of what’s coming up (for example, interviews, news)
* promoting important items in the show (for example, competitions, segments).
* What are some ‘impact’ words you heard? For example, biggest, greatest, exclusive, funniest, best.
* How do these introductions engage listeners? Consider technical and symbolic elements such as sound and voice effects, musical introductions, voice delivery and expression.
1. Students brainstorm a list of topics for their radio show or podcast introduction and then list the materials, elements and conventions that they could include in a radio show or podcast introduction.

Assessment

Evidence in practice includes:

* Students engage in an inquiry to investigate the genre conventions of radio shows or podcasts and gather information and content to create their own radio show or podcast introductions.
* Students document ideas for a radio show or podcast introduction considering the audience, the intention of the radio show or podcast introduction, and the use of media elements and story principles, such as sounds, characters and point of view.

Learning activity 2: Explore and Represent Ideas –
Writing scripts

**Timing (approximate):** 40 minutes

**Learning intention:** To develop knowledge and skills to structure a media artwork and write a script using story principles

**Content descriptions:** Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text [(VCAMAE029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE029)

 Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories [(VCAMAM030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM030)

 Plan, produce and present media artworks for specific audiences and purposes using responsible media practice [(VCAMAP031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP031)

**Achievement standard extract:** Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions.

**Resources required:** Student journals for documenting ideas and planning. These could be digital journals created in an app (Microsoft OneNote, Evernote), as a blog (WordPress, Blogger), in a wiki (Wiki) or for a website (Wix).

1. Explain the story principles and conventions that are used to structure an introduction or promo. These can be grouped into three categories:
* Information – name of show, summaries, segments, topics
* Emotion – sounds, words and music that make listeners feel particular emotions
* Invitation – technical and symbolic ‘hooks’, such as sound, words and music that encourage people to listen
1. Students use this information to write a script. Provide students with the following tips and prompts:
* Audience – Who is your target audience? (Their age, interests, where they live)
* Purpose – What is the name of your radio show or podcast? What type of radio show or podcast is it?
* Who is the host? How will you introduce them?
* Include a ‘point of view’ that introduces the content and summarises what’s coming up: news, stories, interviews, segments such as cooking or joke-telling, competitions, music
* What ‘impact’ words will you use to describe the program? (For example, biggest, exclusive, best, funniest, greatest.)
* To keep it natural, write your script according to how you speak rather than as if you are going to be reading it.
* Radio shows and podcasts have no visual aids. How will you describe things? Use verbal descriptions to paint pictures with your words.

Assessment

Evidence in practice includes:

* Students create scripts in the pre-production phase to plan a media project. They write a draft of their script using the list that they put together in Learning activity 1. The script is formed using media principles including structure, characters, intent and setting. The script is structured with an opening, middle and closing. The students consider the following headings when writing their script:
* audience
* purpose
* content
* host introduction
* impact words.

Learning activity 3: Media Arts Practices –
Recording

**Timing (approximate):** 30 minutes

**Learning intentions:** To develop skills using materials and media technologies to structure a media product and communicate ideas to an audience

 To use media elements, story principles, technologies and processes to create a media artwork

**Content descriptions:** Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories [(VCAMAM030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM030)

 Plan, produce and present media artworks for specific audiences and purposes using responsible media practice [(VCAMAP031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP031)

**Achievement standard extract:** Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions.

**Resources required:** Recording devices and/or digital devices or computers with a software application such as Audacity (available on [eduSTAR](https://www.edustar.vic.edu.au/CookieAuth.dll?GetLogon?curl=Z2FcatalogueZ2FPagesZ2FSoftwareHome.aspx&reason=0&formdir=3)) or GarageBand

 Online resources and tutorials such as:

[Audacity – Digital resources](https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=9ab4a6e9-4e77-4dc3-be33-15a352d1470c&SearchScope=Primary), FUSE

[GarageBand: Apple Software support](https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=6d69a718-105f-47b6-8803-056b2a339e3d&SearchScope=Primary), FUSE

[‘How to edit in Audacity’ video](https://www.youtube.com/watch?v=GHe_Og-yEow), YouTube

[‘Create a radio sweeper using Audacity tutorial’ video](https://www.youtube.com/watch?v=SgmGNKw6Eo4), YouTube

 Headphones for playback and previewing during editing

 Student journals

1. Demonstrate how to record the introduction using the equipment, such as how to use the microphones and volume.
2. Explain the difference between pre-recorded and live radio. Give students a quiet place to make their recordings.
3. Offer the following tips for recording:
* Students can improvise as long as they make it relevant to their topic. They must come back to their script.
* Voice delivery and expression is important.
* It is fine to make mistakes because they can be deleted or edited out. It is fine to stop and start the recording because it can be edited at the next step.
1. Students record their radio show or podcast introductions. Students may want to use their journals to write the steps in the process or to document any changes to their script.

Assessment

Evidence in practice includes:

* Students manipulate media technologies and tools in software applications to record a radio show or podcast introduction.
* Students follow a process and a sequence of events to create a radio show or podcast introduction.

Learning activity 4: Present and Perform –
Refining and presenting

**Timing (approximate):** 45 minutes

**Learning intentions:** To develop skills using materials and media technologies to structure a radio show or podcast introduction and communicate ideas and viewpoints to an audience

 To use sound to enhance meaning and purpose in a media artwork

 To produce and present media artworks for specific audiences and purposes

**Content descriptions:** Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories [(VCAMAM030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM030)

 Plan, produce and present media artworks for specific audiences and purposes using responsible media practice [(VCAMAP031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP031)

**Achievement standard extract:** Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions.

**Resources required:** Digital devices or computers with an audio editing software application such as Audacity or GarageBand

 Online tutorials for editing, such as:

[‘Creating a radio voice effect in Audacity’ video](https://www.youtube.com/watch?v=c1XfviK_kgA), YouTube

[‘How to make your voice sound better in Audacity’ video](https://www.youtube.com/watch?v=dQCB72S64L4), YouTube

 Headphones for playback and previewing during editing

 Free downloadable digital audio effects (such as swooping or laser sounds) and background or theme music to import into recordings (optional – GarageBand includes build-in audio effects)

 Student journals

1. Once the scripts are recorded, students can now use editing tools to refine and enhance their recordings. Provide information and demonstrate how to:
* remove unwanted audio
* sequence the order of recordings
* add sound effects that can be imported from the sound library in the software program (or students could record their own sounds and import them into the recording or use free audio effects found online)
* add additional voice effects to emphasis words and create impact (for example, r-r-r-repeat).
1. Students document in their journals the edits that they will make to their work. They list additional sounds they will use, why they have selected them and how they will enhance their product.
2. Once they have edited their recordings, have students export their file from the audio editing software into a playback file (MP4).
3. Students present their finished recordings in pairs, groups or to the class.

Assessment

Evidence in practice includes:

* Students use tools in editing software to refine their radio show or podcast introduction.
* Students document the edits they will make to their work. They list additional sounds that they will use, why they have selected them and how they will enhance their product.
* Students selectively edit elements such as sound and time to structure the radio show or podcast introduction, based on their intentions, the audience and the purpose of the media product.
* Students use media technologies to save and export their work, considering the presentation format of the work and the context.

Learning activity 5: Respond and Interpret –
Reflecting

**Timing (approximate):** 20 minutes

**Learning intentions:** To evaluate their radio show or podcast introductions and how they have used media elements and story principles to achieve the intended purpose (to engage listeners)

 To compare their introductions with historical radio recordings by evaluating the conventions and purposes of both

**Content descriptions:** Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text [(VCAMAE029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE029)

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**Achievement standard extract:** … students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they make, share and view.

 They explain the purposes of media artworks made in different cultures, times and places for different audiences.

**Resources required:** Resources for the teacher’s preferred reflection strategy, such as:

* PMI chart (Plus, Minus, Improvement)
* Y chart (Looks like …, Feels like …, Sounds like …)
* Think-pair-share activity

 Digital and collaborative resources, such as a class blog, Padlet, Edmodo or a class social media account

 Samples of ‘old’ radio recordings (found online) for comparison

After listening to the completed recordings, students use a reflection tool or strategy to evaluate their radio show or podcast introductions. Use the following prompts to assist students:

* How did the introductions attempt to engage the audience? (Students can refer to elements and story principles.)
* Comment on successes or possible improvements.
* Do the introductions achieve the intended purpose of engaging listeners?
* What challenges were faced?
* How would the introductions differ:
* from radio show introductions 50 years ago
* from radio show or podcast introductions for a very young audience
* from radio show or podcast introductions for a remote community?

Assessment

Evidence in practice includes:

* Students evaluate their radio show or podcast introductions, considering the successes of and possible improvements to their products. They write a short reflection on their work.
* Students reflect on their media products to determine if the intended purpose of engaging an audience was achieved. They consider the media elements and story principles they have used. They list the media elements they have used and how the audience was engaged.
* Students compare their work with radio show or podcast recordings from different periods of time and different places. They focus on the intention and audience of the products and the media elements and story principles used.