Computing- Discovering audio	
Knowledge	• Learners will recognize and identify microphones and headphones. • Learners will vocalize into a microphone and hear their own voice. • Learners will explore different ways to create sounds using a microphone. • Learners will listen to and distinguish sounds through headphones. • Learners will take turns using a microphone and headphones. • Learners will respond to prompts and control their volume when speaking. • Learners will express preferences by selecting what they want to listen to. • Learners will record and play back their voice using a microphone. • Learners will follow multi-step instructions given through headphones. • Learners will independently use and manage the microphone and headphones.
Engagement model	**Exploration:** Audio technology can be highly engaging and can stimulate a strong response. Do students reach out to touch the microphone or headphones? Do they react when a sound plays through the headphones or when they hear their own voice through the microphone? **Realisation:** When using a microphone, do students vocalize to hear their own voice? Do they show surprise when a sound plays through the headphones, and do they vocalize or gesture to encourage it to happen again? **Anticipation:** When presented with a microphone or headphones, do students show or vocalize interest? Do they reach for the microphone, expecting it to produce sound? Do they react in anticipation when they see an adult preparing to play an audio recording? **Persistence:** To what extent do students persist with using the microphone or headphones? Do they continue vocalizing into the microphone to hear the sound? Do they maintain their attention on an audio source, such as a recorded voice or music? **Initiation:** Can students repeat an action to trigger an audio outcome, such as speaking into the microphone to hear their voice or putting on the headphones to listen to a sound? Do they attempt to adjust the microphone, headphones, or volume to control their experience?

Computing Curriculum Learning Intentions- Discovering audio

Levels	Learning Intentions	Activity ideas	Assessment links
Explorers	1. We are learning to recognize microphones and headphones. 2. We are learning to vocalize into the microphone to hear our voice. 3. We are learning to listen to sounds through headphones. 4. We are learning to explore different ways to make sounds using the microphone. 5. We are learning to express our preferences by choosing what we want to listen to.	**Exploring Equipment Together:** Sit with the child and handle the microphone and headphones alongside them, copying their actions and showing curiosity. **Vocal Play:** If the child makes a sound into the microphone, imitate them and wait for their response. Use exaggerated facial expressions and excitement to encourage turn-taking. **Listening Together:** Gently place one side of the headphones on your ear and the other on theirs, reacting together to the sounds. Pause to see if they show interest or want more. **Cause and Effect Play:** If the child blows, hums, or taps the microphone, copy them and wait for their reaction. Model different ways to explore sound and follow their lead. **Shared Choices:** Offer two sound options and observe their reactions. If they look, reach, or vocalize, reinforce their choice by playing it again and celebrating their engagement.	I can make selections to generate familiar/preferred sounds I can show that certain actions produce predictable results by communicating intentionally I can use my own communication methods to communicate a choice of equipment.

Computing Curriculum Learning Intentions- Discovering audio

Discoverers	1. We are learning to take turns using the microphone and headphones. 2. We are learning to respond to prompts using the microphone. 3. We are learning to control our volume when speaking into the microphone. 4. We are learning to listen for specific sounds or instructions through the headphones. 5. We are learning to control the microphone and headphones independently. 6. We are learning to choose whether to use an iPad device or a microphone to talk into.	**Taking Turns with Microphone and Headphones** Set up a simple rotation where each child gets a turn to use the microphone or headphones. Model how to pass the items and encourage waiting for their turn. **Recognizing Voices and Sounds on an ALD Board** Play different recorded voices or sounds through headphones. As the child listens, they find the corresponding image on the ALD board. The adult can reinforce the connection by saying, "This is the sound of a dog," while pointing to the image of the dog, helping the child recognize and match the sound to the picture. **Responding to Prompts Using the Microphone** Give children simple verbal prompts (e.g., "Say your name", say 'aaaa') and have them respond into the microphone. Provide support as needed, ensuring they understand the prompt. **Controlling Volume When Speaking into the Microphone** Encourage children to speak into the microphone at different volumes: soft, medium, and loud. Guide them in adjusting their volume and listen for the changes. **Call-and-Response Using the Microphone** Model a call-and-response game, where you say something (e.g., "Hello!") and children repeat it into the microphone. Gradually increase complexity by adding new phrases or sounds to repeat. **Choosing iPad or Microphone to Talk Into** Present both the iPad (Garage band app) and microphone as options. Encourage children to choose which device they want to use to communicate, helping them make a choice with symbols or prompts.	I can make choices to produce different outcomes I can turn on and operate some IT devices independently I can respond to simple 2 key word instruction to control a device I can begin to understand simple directional instructions to operate some IT devices.

		Recognizing Voices and Sounds on an ALD Board Play different recorded voices or sounds through headphones. As the child listens, they find the corresponding image on the ALD board. The adult can reinforce the connection by saying, "This is the sound of a dog," while pointing to the image of the dog, helping the child recognize and match the sound to the picture.	
Adventurers	1. We are learning to confidently take turns using the microphone and headphones. 2. We are learning to record and play back our voice using the microphone. 3. We are learning to recognize different voices and sounds through headphones. 4. We are learning to adjust the volume on our headphones to listen comfortably. 5. We are learning to follow multi-step instructions given through headphones.	**Dictating into the Microphone** Provide simple prompts for children to dictate into the microphone (e.g., "Say 'I like animals'"). Record their voice and play it back, helping them connect spoken words to audio. **Controlling the Microphone and Headphones Independently** Allow children to practice turning the microphone on and off and adjusting the headphones themselves. Support them as needed while fostering independence in managing both devices.	I can use hand held, mobile devices with purpose to record or review own work and activities I can use hand held, mobile devices with purpose to record or review work and activities to contribute to a whole group project. I can respond to instructional language relating to operating IT devices I can recognise recorded voices and familiar sounds of the environment on playback.