

LESSON 8

Editing Audio with AudioMass, Part 2: Your Voice and the Mix

40 minutes

Make It Yourself

WHAT THIS LESSON DOES

Students record their own voice into last lesson's clip, balance it against the music with gain, and export a checked MP3.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Edit an audio clip so it is the right length, starts and ends cleanly, and is ready to use in a project

BEFORE THE BELL

- AudioMass runs entirely in the browser at audiomass.co. There is nothing to install and no account to make, so it works on school devices and Chromebooks. Nothing is saved when the tab closes, which is why the export step matters and is not optional. Check the site opens on your school network before the lesson. Headphones are ideal but not essential; the class can work at low volume. The animations on steps 3 to 6 are short screen recordings of each action. Play the relevant one on the board before turning the class loose on that step, then leave it up while they work. If a student's cut goes wrong, Edit then Undo puts it back. Get them undoing rather than reloading and starting over, as reloading loses everything.

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HOW THE LESSON RUNS

3 min	introduction	Start
5 min	content	Why Balance Matters More Than Volume
13 min	activity	Hands-on: Record Your Voice
12 min	activity	Hands-on: Balance the Levels
5 min	activity	Hands-on: Export and Check It
2 min	summary	What You Covered

TEACHING MOVES

- 1. Start. Ask up front who still has their trimmed clip. Point anyone without one straight to the practice download and give them the four minutes to re-trim before the class moves on.
- 2. Why Balance Matters More Than Volume. Land the single idea: a mix is fixed by turning the music DOWN, not the voice up. Say gain above roughly 300% distorts, so undo crackle rather than living with it.
- 3. Hands-on: Record Your Voice. Warn the class before they click record that dismissing the microphone permission means reloading the page. Tell them to plan one or two sentences and say them aloud once first.
- 4. Hands-on: Balance the Levels. Circulate with one earphone in. Catch students boosting the voice instead of cutting the music, and get them to hear the difference on headphones rather than speakers.
- 5. Hands-on: Export and Check It. Insist they open and listen to the exported file, not the editor. Name why: the export is the only version anyone else will ever hear.

WHAT TO WATCH FOR

- Students turn the voice up to make it clearer when the real problem is the music sitting too loud underneath it. Have them bring the music down instead and compare. Reinforce that mixing is about what you turn down.
- Students push gain too high, get a crackly harsh voice, and try to work around it. Tell them crackle means gain above about 300%. Undo and apply a smaller increase rather than accepting the distortion.
- Students assume the editor playback is what everyone will hear, so they skip checking the export. Make listening to the exported MP3 a required last step, and name it as what professionals always do.

DIFFERENTIATION

- Emerging: Give the student who lost their file the practice clip immediately and a fixed line to record, so they spend time editing rather than deciding what to say. Sit them where you can reach quickly during the microphone permission step.
- Developing: Ask them to explain back which control they used to bring the music down and why, so the reason sticks, not just the click. Prompt them to change the level across a few seconds rather than instantly so the music does not jump.
- Proficient: Challenge them to fade the music down under the voice and back up when it stops, so the change is smooth. Have them record a second line and place it at a different point in the clip.