



SILVER AWARD

DESIGN AND BUILD A DISCO LIGHT



Typically 30 hours of project work
Recommended for 14-16 year olds



**Design & make
project**

Investigate the properties of a disco light.

#physics

#sound

#entertainment



HOW TO RUN CREST USING THIS ACTIVITY

Entering your project without a teacher or facilitator? No problem! You can enter your work yourself by following this link:
www.crestawards.org/sign-in

Looking for some support? Find a mentor by contacting your local STEM Ambassador hub:
<https://www.stem.org.uk/STEMambassadors/localstem-ambassadorhubs>

To use their project to achieve a Silver CREST Award your students will need to:

- **Develop and lead the project**
- **Complete a minimum of 30 hours of project work**
- **Consider the broader impact of their project and demonstrate an innovative approach**
- **Write a project report or portfolio of evidence**
- **Reflect on their work during the project using a student profile form**

Preparation

Ready to get going with CREST? Sign up for a CREST account here:
www.crestawards.org/sign-in

Create a new Silver Award project with the name(s) of the student(s) and the title of the project. If you don't have the details yet, you can fill these in later!

Run the project

We have some super handy workbooks and profiles for your students to use when running a CREST Award. You can download these when you create your CREST account by following the link above.

Encourage your students to use the Silver student guide to plan and carry out their project. Each student involved in the project should complete their own profile form.

You don't want all their good work to go to waste, so be sure they keep a record of all their amazing progress. Keeping a regular project diary will save them precious time when writing their final project report.

Make sure you consider safety and risks!

Reflection

So, your students have been hard at work and completed their CREST project, but don't let this be the end of their learning. At the end of the project, each student should complete a Gold profile form and communicate their project. This is a chance for them to reflect on all the interesting things they've learnt and the invaluable skills they have used.

Students working in a group can either submit a joint report or separate reports, but they must each complete a profile form.

Use the CREST criteria on the profile form to help the students check that they have included everything in their report

Enter your project for a Silver CREST Award

Hard work deserves a reward! Celebrate and certify your students' achievements by entering their project for a Silver CREST Award. Simply:

Log in to your CREST account at
www.crestawards.org/sign-in

Select your project and upload the profile form per student, project report and other evidence, such as pictures and diagrams.

Finally, complete the delivery and payment details for assessment and to order your snazzy certificates. Congratulations on submitting for CREST Silver!

What next?

Is university on the horizon for your students? They can use their project to help demonstrate their newly found STEM skills and knowledge in UCAS personal statements.

The scientific discovery doesn't need to end here. Students can have a go at the next level up - CREST Gold.

Don't keep all the fun to yourselves, encourage others to take part in CREST projects and share the wonder of science. For free ideas on how to get started, see www.crestawards.org

STUDENT BRIEF

**SILVER
AWARD**

Design and build a disco light

In this project, you will design and build your own model disco light.

Getting started

How do the lights and sound at a nightclub coordinate together?

The lights appear to flash in time to the beat and change colour with the pattern of the sound.

How is the signal from a sound source such as a CD player or DJ deck converted into a pattern of lights?

Choose your sound source (for example a CD player or DJ deck) and investigate the signal that comes from it using an oscilloscope.

If the sound source has phono (RCA) output plugs, connect these to a SCART socket and investigate the signal that comes from each connection of the SCART.

Measure the maximum voltage and current output from the sound source. What sort of lights can be run from these signal values? Connect one light up to the signal. What happens?

Things to think about

- What happens when you put more than one light in series?
- What about when you put them in parallel?
- Does the frequency of the signal make a difference to how the lights work?
- Do they work best at low or high frequency?

If the signal from the source is too small, it may need amplifying. Use an electronics or physics book to find out how to amplify electronic signals. Design and build an amplifier circuit if you need to.



STUDENT BRIEF

SILVER AWARD



Health and safety

A science project work is both dynamic and exciting but can also carry some risk. To avoid any accidents, make sure you stick to the following health and safety guidelines before getting started:

- find out if any of the materials, equipment or methods are hazardous;
- assess the risks (think about what could go wrong and how serious it might be);
- decide what you need to do to reduce any risks (such as wearing personal protective equipment, knowing how to deal with emergencies and so on);
- make sure your teacher agrees with your plan and risk assessment.

It can dangerous to work with electricity at mains voltages.

Remember!

Science isn't just about data. The most successful projects will demonstrate good communication skills and show original ideas that address a real-world problem.

Look at the world around you and consider all the innovative ways that you could address the challenge. Even if things go wrong, use this to show what you have learned. Don't forget to use the student profile form to help structure your project.