



Unit 2F: Using a computer to create musical compositions

About this Unit:

In this unit children will explore and develop musical ideas by using ICT and other methods. They will use simple music software, to compose and communicate their musical ideas. They will save and retrieve their work with assistance.

Children will be able to apply what they have learnt in this unit in music.

Where this Unit fits in:

Pupils should already be able to:

- use ICT to make selections
- understand the need to save work
- listen carefully to music and talk about songs that they enjoy

Vocabulary:

| Sequence | Compose | Phrase | Save | Retrieve | Instrument |

Resources:

| Simple music composition software with icons to represent musical phrases | computer microphone | musical cards showing pictorial representations of pitch to use with tuned percussion |

Expectations: at the end of this unit,

Most pupils will be able to: use music software to develop a musical composition and save and retrieve with assistance

Some pupils will only be able to: use music software to create a sequence of musical phrases

Some pupils will also be able to: use music software to develop and refine a musical composition and begin to save and retrieve work independently.



Learning Objectives Pupils should learn...	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Setting the Scene			
<ul style="list-style-type: none">• key idea: that musical phrases can be represented by icons.• technique: to listen to the musical phrases and identify note values and patterns.• arrange icons to compose a tune	<ul style="list-style-type: none">• Demonstrate a piece of music software in which icons represent a musical phrases.• Listen to each phrase and ask the children to count the number of notes in each phrase, sing the phrases, clap/tap/stamp the notes in the phrases, identify higher and lower, longer and shorter notes and discuss differences in patterns of notes in certain phrases.• Demonstrate arranging the icons so that they play a tune, paying particular care to encourage the children to listen for a good opening and closing phrase. Tell the children they are going to make their own compositions.	<ul style="list-style-type: none">• understand that musical phrases are made up of notes• understand that notes can be high or low and can be long or short• understand that musical phrases can be organised to create a composition	<ul style="list-style-type: none">• An Interactive Whiteboard can be a useful tool to introduce this activity.• Real percussion instruments can be used to tap out the notes and accompany the composition.• Pupils could play and record real musical instruments to create their own musical phrases to represent images, such as weather pictures of rain, wind, storm etc.
Short Focused Task			
<ul style="list-style-type: none">• key idea: that musical phrases can be combined to create compositions• technique: to select and sequence icons representing musical phrases to create a composition• Save work with assistance	<ul style="list-style-type: none">• Use nursery rhymes etc. to demonstrate to the children that music has patterns. Encourage the children to use repeat and pattern to sequence their musical phrases to compose a tune.• Children make their compositions using the musical phrases to include a suitable opening and closing phrase and use pattern and structure when arranging the icons.• They change the icons to improve their composition and save their work with assistance.	<ul style="list-style-type: none">• understand that music has pattern and structure and that musical phrases need to be arranged effectively to create a composition.• change icons to improve their tune and talk about their reasons why.	<ul style="list-style-type: none">• It is important that the children are encouraged to listen to their composition and that of others and can identify patterns and talk about the things that they like.



Learning Objectives Pupils should learn...	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Short Focused Tasks (Cont.)			
<ul style="list-style-type: none"> • key idea: that their composition can be modified and improved by altering the speed (tempo) and by changing the musical instrument that plays the tune. • technique: to retrieve their work with assistance select an appropriate tempo and try other musical instruments to improve their composition. 	<ul style="list-style-type: none"> • Demonstrate to the children how to alter the tempo and select other musical instruments or phrases to alter the mood or feel of their composition. • Help them to retrieve their earlier saved composition and tell them to experiment by changing the tempo and instrument used. • Help them to save their changes with a slightly different name to their original work, so that they can compare the two pieces and discuss their work in light of the changes made. • Let the children perform their compositions to other pupils. 	<ul style="list-style-type: none"> • Retrieve work with assistance. • Change tempo and select different musical instruments. • Compare their original work with the amended piece and talk about the changes made. • Perform their composition for others. 	<ul style="list-style-type: none"> • The effect that tempo has on mood. • They can use body percussion or musical instruments to accompany their composition by tapping out the notes in the phrases selected.
<ul style="list-style-type: none"> • Key idea: familiar tunes and songs are made up of phrases. • technique: to be able to recognise musical phrases in order to correctly sequence a familiar tune. 	<ul style="list-style-type: none"> • Show the children a jumbled set of musical phrases and demonstrate that by re-arranging the icons in the correct sequence they can re-create a familiar tune. • Give the children a jumbled set of phrases and ask them to re-arrange them to re-create a familiar tune. 	<ul style="list-style-type: none"> • Listen carefully and identify differences between phrases. • Arrange the phrases in the correct sequence to play the tune. 	<ul style="list-style-type: none"> • Lots of opportunities to sing the songs of the tunes used with the children so that they are very familiar. • Less able children will be helped by visual clues on the icons to help with sequencing.



Learning Objectives Pupils should learn...	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Short Focused Tasks (Cont.)			
<ul style="list-style-type: none"> • key idea: that musical notes can be higher or lower (pitch) and of different duration. • technique: to recognise graphical representation of higher and lower and shorter and longer notes. • to follow pitch dots with tuned percussion instruments and record it using a computer microphone or tape recorder. 	<ul style="list-style-type: none"> • If the software allows, change the view of the icons to the graphical representation of higher and lower, shorter and longer notes. The children can follow the notes of their tune and sing the phrases. • Prepare some cards with pitch dots so the children can play the patterns on tuned percussion instruments. They could record their efforts and play back the recording to check against the dots on the card. • Prepare some computer screens with pitch dots and make three different recordings for each, only one of which is the correct representation of the dots. Ask the children to listen to the recordings and identify the correct one. 	<ul style="list-style-type: none"> • Identify higher and lower notes through graphical representation on the screen. • Play tuned percussion instruments to follow the pattern of pitch dots and make a recording that they can play back. • Listen to recorded tuned percussion and identify the pattern that matches the pitch dots. 	<ul style="list-style-type: none"> • Some children could make their own pitch cards for others to play. • More able pupils could make their own pitch dots on screen and record the sound to match them.
Assessment Task			
<ul style="list-style-type: none"> • to arrange musical phrases, choosing instruments and tempo to create a composition. • save their work with assistance. 	<ul style="list-style-type: none"> • Ask the children to create a musical composition on the computer independently, by arranging musical phrases in an effective sequence to play a tune. • They must consider the tempo and choose their instrument. • Play their composition to the class. 	<ul style="list-style-type: none"> • Compose a piece of music on the computer. • Play their composition to the class and talk about their choices. • Save their work with assistance. 	<ul style="list-style-type: none"> • Encourage the children to use percussion instruments to accompany their composition. • Some children will be able to save independently.