



Unit 5F: Using ICT to Explore and Develop Musical Ideas

About this Unit:

In this unit children will build on their previous knowledge and experience to develop musical ideas by using ICT and other methods. They will use music software to plan, organise and create a composition. They will appraise their work and that of others and modify their work accordingly and perform their composition, which may or may not be accompanied by real musical instruments. They will use pre-set musical phrases, but will also place musical notation onto a staff to compose an original piece of music. They will save and retrieve their work independently and use ICT to create, organise and record sounds.

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

Where this Unit fits in:

This unit builds on Unit 3B: Manipulating Sound

Pupils should already be able to:

- Use ICT to make selections
- Are familiar with graphic representations of music
- Recognise some musical note values and understand that the position on the staff denotes a higher or lower pitch
- Evaluate their work against certain criteria and amend it to make improvements, giving the reasons why.

Vocabulary:

Compose | Sequence | Phrase | Staff | Rhythm | Pitch | Melody | Bass | Repeat | Save | Retrieve | Appraise | Perform | Manuscript

Resources:

Music composition software with icons to represent musical phrases | music software that allows musical notes to be placed on a Staff | Selection of musical instruments | Microphone | Electronic keyboard

Expectations: at the end of this unit,

Most pupils will be able to: explore a variety of ideas in music software, using phrases and notation to develop and refine a musical composition which they perform to others.

Some pupils will only be able to: use music software to create a composition using a sequence of musical pre-set phrases.

Some pupils will also be able to: use a variety of ideas in music software, including the use of multi-tracking to develop and refine a musical composition, which they perform to others. They understand the effects of rests and can use the software to add rhythm to their composition



Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
<p>Setting the Scene</p> <ul style="list-style-type: none"> key point: that musical compositions created on the computer can be modified and improved in the light of appraisal Show and listen to some examples of musical compositions that have previously been recorded. Discuss the mood and use of pattern, repeats, melody, bass and rhythm. Encourage the children to appraise these compositions and show them how to modify the music e.g. by changing tempo and/or musical instruments and altering the opening/end sequence. Tell the children that they will be making their own musical compositions. Understand that music can be created on the computer and refined at a later stage to improve the performance of the composition. At this stage of the unit it is important that the children understand the concept of the ways in which their compositions can be refined. So it may be best to use software that uses musical phrases as an introduction and introduce a similar activity using musical notation later. 			
<p>Short Focused Tasks</p> <ul style="list-style-type: none"> key point: that musical phrases can be combined with rhythm and rests to form a multi-track composition technique: to use music software to create tracks with melody, rhythm and rests to compose a piece of music Demonstrate to the children how to multi-track musical phrases, rhythms and rests to make a composition. How to change instruments on each track, and use effects such as, fade, echo etc. Ask the children, in pairs, to use a two track composition using melodic phrases with rests to create a musical round Introduce a third track and add rhythm The children should appraise the work in progress and refine their compositions to perform to the class Use music software to create a multi-track composition which uses melody, rests and rhythm. Save and appraise their work and make changes to improve the composition. Understand that music has patterns and can use this knowledge to create a piece of music. Using musical rounds is a good way of introducing children to harmony The children could accompany their composition with real musical instruments when they perform to the class 			

These units have been adapted from material available on the QCA Schemes of Work website



Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Short Focused Tasks (Cont.)			
<ul style="list-style-type: none"> • key idea: that ICT can be used to select and control sounds • technique: to create sounds to evoke mood 	<ul style="list-style-type: none"> • Divide the children into groups and give each group a story. Ask them to read and analyse the story looking for key points, characters, settings and mood. Ask them to use electronic keyboards and percussion instruments to create a composition for their story. Encourage them to plan and listen carefully to the quality of the sounds (timbre) they create and describe them using musical and expressive vocabulary. • Ask the children to record their composition to help them appraise their work and modify it before performing it to the class. 	<ul style="list-style-type: none"> • Recognise that an electronic keyboard can be used to select and control sounds and can be combined with other instruments to create mood. • Record their composition, appraise, refine, make improvements and perform to the class. 	<ul style="list-style-type: none"> • The skills learned in this activity will enhance work carried out in later units when children are using multimedia presentations.
<ul style="list-style-type: none"> • key idea: that musical notes have pitch and can be placed on a staff to create melody • technique: to follow simple rules to create a melody by placing notes on a staff, amend and save work • to experiment with tempo, volume (expression) and timbre 	<ul style="list-style-type: none"> • Demonstrate to the children how to set up the software to compose their music by entering a title, selecting instruments and explain the icons to be used. • Ask the children to use a one beat note (crotchet) and give them some simple rules to follow to create a tune of not more than four bars. Tell them to use a two beat note (minim) for the last note of their tune, like a full stop in a sentence. • Ask them to appraise their tune and make any preferred changes to pitch, tempo, volume and timbre still following the rules. • Perform their tune to others 	<ul style="list-style-type: none"> • Follow simple rules to create a melody by placing notes on a staff. • Appraise their tune and make desired changes to pitch. • Consider tempo, volume and timbre. • Amend and save work. 	<ul style="list-style-type: none"> • It is important at this stage that the children have rules to follow in order for them to understand that music has patterns and structure. It also helps them produce pleasing results. • The children should be satisfied with their melody before changing the tempo, volume or timbre. • They could save their tune with different sounds, tempo etc for appraisal.

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Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Short Focused Tasks (Cont.)			
<ul style="list-style-type: none"> • key idea: that musical notes have values and can be used to create rhythm • that music has shape and form • technique: use a wider range of musical note values placed on a staff to follow rules of structure and form. 	<ul style="list-style-type: none"> • Explain to the children that creating a melody in one beat notes can be uninteresting. Introduce them to splitting the one beat notes into two half beat notes (quavers). Get them to clap the rhythms • Talk about music having repeats and the use of shape and form to create structure. The simplest way is with a sequence where the musical phrase is repeated higher or lower. Show the children some examples and ask them to alter and extend their compositions to follow the rules set. Introduce Binary and Ternary form (AB and ABA) • Introduce the Pentatonic scale to be used in composition. (A series of 5 notes, a Pentatonic scale is always made up of the 1st, 2nd, 3rd, 5th and 6th note of a scale.) 	<ul style="list-style-type: none"> • Create a rhythmic melody using musical notes with a form and structure. • Identify shape and form in simple music structures e.g. Twinkle twinkle little star - ABA. • Create compositions using the Pentatonic scale. • Appraise and perform their compositions. • Save work at regular intervals. 	<ul style="list-style-type: none"> • Children can clap simple word rhythms eg milk, coffee, tea, sugar etc. They could make up some of their own. • More able children could add a rhythm staff. • They could print out and use their manuscript to use with tuned percussion.
Assessment Task			
<ul style="list-style-type: none"> • To use a range of musical note values and/or phrases with musical form and pattern to create structured musical compositions. Appraise their work, refine, modify and perform to others. 	<ul style="list-style-type: none"> • Ask the children to create a musical composition on the computer using rhythmic melody, form and structure, give an appraisal of their work, explaining the choices they have made and play their composition to the class. 	<ul style="list-style-type: none"> • Compose a piece of music on the computer to create structured musical compositions. • Appraise their work, refine, modify and perform to others. 	<ul style="list-style-type: none"> • Pupils could create a composition on the computer which accompanies a live performance on a traditional instrument.

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