



Unit: Creating Music and Sounds

ICT Early Years

Overview of this Unit:

Children begin to use a variety of simple devices to capture sounds. They begin to explore sounds on a computer and complete simple tasks by moving objects on screen. Children will develop speaking and listening skills through opportunities to explore and talk about their experiences and listen to recordings of themselves and others. They independently use and respond to simple devices, such as 'Talking Tins', 'Talking Labels', 'Talking Photo Albums' and with adult help are beginning to use microphones to record their speech or sounds they make. They respond to multimedia stimuli to communicate their thoughts and ideas and extend their vocabulary in both English and Welsh through structured use of suitable ICT activities. They make simple musical compositions by arranging pictures on screen and have opportunity to play with equipment such as, sound morphing toys, musical dance mats and/or karaoke machines etc.

Expectations at the end of this unit:

Most pupils are beginning to: move and organize pictures on screen to create a simple musical composition and with adult help can use simple devices to record and play sounds. They begin to use ICT appropriately in their play to capture and respond to sounds and music and understand that computers can be used to record voices and sounds.

Some pupils will only be able to: click on or move objects on screen to make sounds. They lack confidence and need adult support to record and play back sounds, and only use sound devices in their play with encouragement.

Some pupils will also be able to: use a sequence of pictures to create a simple musical composition on screen and with adult help can use simple devices to record and play sounds. They use ICT appropriately in their play to capture and respond to sounds and music and understand that computers can be used to record voices and sounds. They can talk confidently about a variety of sound devices and use them appropriately in their play.



KEY:




Personal and Social Development, Well-Being and Cultural Diversity (PSDWBCD)	Welsh Language Development (WLD)	Creative Development (CD)
Language, Literacy and Communication Skills (LLC)	Knowledge and Understanding of the World (KUW)	Outdoor Play (OP)
Mathematical Development (MD)	Physical Development (PD)	Role Play (RP)




Early Years **Creating and Presenting Information and Ideas**

Creating Music and Sounds

ICT Skills	Areas of Learning	Suggested Activity	Vocabulary	Resources	Skills across the Curriculum
<p>Begins to use simple mouse control to explore a computer screen to produce sounds.</p>		<p>The Children explore the World of Boobah (or a similar website or software package) using hand and eye coordination to click on or drag objects to complete simple tasks to produce sounds. They respond and talk about the activity.</p> <p>Simple screens created by Practitioners for pupil use, so that sounds are produced when objects are clicked on or dragged using the mouse.</p>	<p>Computer Website Sound Sound words</p>	<p>Computer Internet</p> <p>Boobah website http://www.boobah.com/zone.html</p> <p>Software IWB</p>	
<p>Begins to create simple musical compositions using appropriate software.</p>		<p>Using a music software package the children select pictures to compose simple tunes. They listen and talk about the musical phrases, count the number of notes and clap, stamp, and use body percussion and movement to respond to their musical composition.</p> <p>Headphones can be introduced and reasons for using them explained to the children.</p> <p>Some children begin to use sequences of pictures to make their tune have pattern.</p> <p>This can also be done with a group or</p>	<p>Sound Tune Notes Select Record Play Listen Pattern Sequence Speakers Headphones</p>	<p>Music Software IWB Speakers</p> <p>Headphones</p> <p>Musical instruments</p>	

		<p>class of children using the IWB with groups of children responding with different body percussion. Children can also be encouraged to join in by playing real percussion instruments or singing along to accompany the composition.</p> <p>Play a copy cat game – working in pairs or small groups. The teacher/child selects pictures and creates a simple tune. The partner/ others in the group will take turns and try to copy it.</p>			
<p>Uses ICT to explore a range of sound sources and experiments with different ways of making sounds on a computer.</p>		<p>Show the children a microphone and ask what they think it does. Look at where it plugs in to the computer, and discuss where the sound will come from when they listen to sounds that have been recorded. Record the children making sounds or speaking into the microphone and play it back.</p> <p>Pre-record some sound files of different adults in the school speaking or singing. This could include simple Welsh vocabulary such as counting, colours or greetings. Play these to the children and ask them to guess who they are listening to.</p> <p>Play ‘guess the sound’ games to help develop listening skills. These could include sounds in the environment, animal sounds or musical instruments.</p> <p>Demonstrate how to record a sound on the computer. Ask children to take turns to record themselves speaking/singing / playing musical instruments into the microphone and play it back.</p>	<p>Computer Microphone Sound Recorder (program), Voice Sound Loud Quiet Stop Record Play Speakers</p>	<p>Microphone Sound recorder Sound effects Speaker</p>	

		<p>Set the microphone up on the computer with a few pictures or photographs on screen as a stimulus for language and/or musical instruments nearby. Let children play in pairs, taking turns to record each other's voices or playing instruments.</p> <p>Pupils could be encouraged as part of recall to record themselves talking about photographs of activities undertaken earlier. </p> <p>Encourage them to search the classroom for other sources of sound and let them experiment with recording these! This might be a good opportunity to discuss the volume on the speakers and how loud they need it to be when they listen back to the sounds! Remind them about headphones!</p> <p>Some software allows children to add sound effects, create music or record their own voice to enhance pictures they have drawn on screen. This should also be encouraged to increase knowledge of different ways of producing and using sounds on a computer.</p>		<p>Software eg. 2Create a Story, Tizzy's First Tools, Textease etc.</p>	
<p>Begins to use simple devices to record/play sounds.</p>		<p>Children should have access to a variety of recording devices e.g. MP3 players, Tape recorders, Talking Tins, Talking Postcards, Talking Photo Album, Talking labels, Answer machines, mobile phones, Karaoke machines etc to record/play sounds. These can be labelled resources as part of continuous and enhanced provision to be used indoors and</p>	<p>Record Sound Voices Tape Recorder MP3 player Look Listen Mobile phone</p>	<p>MP3 player, Talking Tins, Talking postcards, Talking photo albums Talking labels Answer machine</p>	

		<p>outdoors. Prompt card for Support staff suggesting appropriate vocabulary and questions to use with the children should be on display alongside the devices. Children should be taught to take care of the devices. They must be encouraged to return the device to the set resource area.</p>  <p>Show them how to play/use the devices. You could rotate activities in a group e.g. one child holds the recording device, one child sings/speaks/recites nursery rhymes or plays instruments and one child clicks record on the sound recorder. Let all the children have their turn and an adult can save each child's recording as individual files. At the end of the session ask the group to sit at the front so that the class can see them clearly. Play back the voices and ask the class to see if they can name the speaker.</p> <p>Use Voice changers or sound morphing devices for fun and to allow children the chance to play with equipment that distorts sound.</p> 	<p>Distort Volume Music</p>	<p>Karaoke machine etc. Sound Changer Sound morphing devices</p>	
--	--	--	-------------------------------------	--	---