# Seamer and Irton CP School – Computing (H.Griffiths)

| Topic – Making Music | Year 2 Summer 1 | Strand – Digital Media |
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## Prior Learning

In the previous units
**Year 1 – Digital Painting – Autumn 2**
**Year 1 Digital Writing - Spring 1**
**Year 2 – Digital Photography – Autumn 2**
learners were introduced to different elements of Creating Digital Media and will now have an understanding that this includes text, images, sounds, and video

Learners should have experience of making choices on a tablet/computer, and they should be able to navigate within an application. Learners should also have some experience of patterns.

## Key Knowledge I need to understand

**I need to understand that:**

**We can use digital devices to help us to create, edit and listen to music.**

**Music can make us think and feel different things.**

**Rhythm, pitch and tempo can be used to change the sound and emotion of music.**

**We can also use lots of different apps and programs to edit and improve music, for example Chrome Music Lab.**

**We should understand the advantages of creating both digital and non-digital music.**

Learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.

## How I will show what I have learned

| To say how music can make us feel | - I can identify simple differences in pieces of music<br>- I can describe how music using adjectives<br>- I can say what I do and don't like about a piece of music |
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| To identify that there are patterns in music | - I can create a rhythm pattern<br>- I can play an instrument following a rhythm pattern<br>- I can explain that music is created and played by humans |
| To experiment with sound using a computer | - I can connect images with sounds<br>- I can use a computer to experiment with pitch<br>- I can relate an idea to a piece of music |
| To use a computer to create a musical pattern | - I can identify that music is a sequence of notes<br>- I can explain how my music can be played in different ways<br>- I can refine my musical pattern on a computer |
| To create music for a purpose | - I can create a rhythm which represents an animal I've chosen<br>- I can create my animal's rhythm on a computer<br>- I can add a sequence of notes to my rhythm |
| To review and refine our computer work | - I can review my work<br>- I can explain how I changed my work<br>- I can listen to music and describe how it makes me feel |

| What vocabulary I need to know | What's next |
|---|---|
| Music, planets, Mars, Venus, war, peace, quiet, loud, feelings, emotions, pattern, rhythm, pulse, Neptune, pitch, tempo, notes, instrument, create, pulse/beat, open, edit | In **Year 4 – Autumn 2 – Audio Editing**, learners will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers. |

Please access resources at Teach Computing Curriculum - https://teachcomputing.org/curriculum

# Assessment

## National Curriculum Computing links

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

## Cross Curricular links

### Music links
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select, and combine sounds using the interrelated dimensions of music

## Assessment

**Formative assessment** opportunities will be provided throughout each lesson. The learning objective and success criteria will be introduced at the beginning of each lesson and then reviewed at the end. Learners should assess how well they feel they have met the learning objective using the teacher's chosen method.

**Summative assessment** completed on ScholarPack on teacher judgement alongside evidence from each session

## Online Safety

### Education for a Connected World links

**Copyright and ownership**
- I know that work I create belongs to me.

**Teacher Subject Knowledge**
- You should be familiar with *The Planets* by Gustav Holst:
    - BBC Ten Pieces (includes video recordings of the suite and music/digital art lesson plan ideas): www.bbc.co.uk/programmes/articles/14ZjT5yjnKQRdKVsqrLzk1x/mars-from-the-planets-by-gustav-holst
    - Gustav Holst's 'The Planets': a guide – Classic FM: www.classicfm.com/composers/holst/pictures/holsts-planets-guide
    - Learning to Listen: Gustav Holst's 'The Planets' – YourClassical: www.yourclassical.org/story/2014/02/10/gustav-holst-the-planets-on-learning-to-listen
- You should also be familiar with musical terminology:
    - BBC: www.bbc.co.uk/bitesize/subjects/zwxhfg8
    - BBC Bitesize video (pulse and rhythm): www.bbc.co.uk/bitesize/clips/zmqn34j
- You should be familiar with Chrome Music Lab (musiclab.chromeexperiments.com/About), including:
    - The Song Maker tool (musiclab.chromeexperiments.com/Song-Maker)
    - Saving and opening work in Chrome Music Lab

*This unit could also be taught using 2seguence, 2explore and 2beat (PurpleMash) please read NCCE and PurpleMash document, available on https://www.purplemash.com/

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