

MIXMAN AT ELM PARK

I am a Year Three teacher at Elm Park Primary School, in Winterbourne and I have been very fortunate to use the Mixman DM2 with my class. To begin with I was unsure of where to start with the equipment as it was very pleasing to eye but at the same time quite daunting. However, when I watched the demonstration that was offered on the initial start up, it became extremely clear what I had to do, as everything was covered in great detail.

The choice of music you get to work with on the equipment is varied and certainly had my children bouncing along to the beats. If you are unable to find the music you are after you can access the official Mixman website where they have an even wider choice of music for you to download and use. There is something for everyone, making it easy to find cross-curricular links and please all the children.

Once I knew what to do with the equipment it was on to the 'hands on' experience. The equipment was extremely child friendly and had clearly been built strongly enough to deal with being used in a classroom.

When I introduced the equipment to my children they were very excited so I immediately had their attention. Everyone wanted a go. After giving the children a demonstration the children were gob smacked (even those children who I usually had trouble inspiring).

One of the features we enjoyed using as a class was the voice recorder. The children were able to talk in to a microphone I had linked up to the machine and add effects to their voices. The options included speeding their voices up or slowing them down and even scratching and W.A.R.Ping their voices over the top of some 'cool tunes' (as the children liked to put it).

I used the equipment to support a Literacy lesson focusing on traditional tales. The children manipulated a track of their choice from the programmes music bank. They then added some of their own traditional story lyrics over the top using the voice recording option. I have never seen the children behave so well and work so hard; the quality of the children's work was exceptional. At first the children needed guidance to use the equipment but soon picked up the skills needed to operate it.

After that lesson, every time the children came into class and saw the equipment linked up to the laptop they were 'little angels'. I believe that the equipment could be an invaluable teaching resource not only in music but all other areas of the curriculum. It is excellent value for money and is easily accessible for teachers who are not musically or technically minded.

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