

QCA Music units of work that lend themselves to the use of ICT

The focus should be on **musical** rather than technical outcomes.

Emphasis should be on practical investigation and pupils should be taught to use ICT to:

- Make and explore sounds
- Record for different purposes
- Structure music
- Interact with different information sources

Key Stage One

Unit 2 Sounds Interesting – Exploring sounds

Introduces music vocabulary – loud, quiet, fast, slow, high, low and methods of sound production.
Tape recorder (sound walk) Electronic keyboards- exploring sounds

Key Stage Two Y3/4

Unit 9 Animal Magic- Exploring descriptive sounds

Sound sources

Tuned and untuned instruments, including keyboards.

Unit 13 Painting with sounds – exploring sound colours

Children explore how sounds can describe the moods stimulated by pictures and words. They create simple compositions combining rhythm and melody and share these with the class. They begin to explore the more abstract use of sounds. An electric keyboard would add to the range of sounds.

Key Stage Two Y5/6

Unit 18 Journey into space – Exploring sound sources

Children explore a wide range of sound sources, including ICT, to capture, explore, change and communicate sounds. Keyboards (basic sequencer/sound processor optional)

Most children will: recognise and make creative use of the way sounds can be changed, organised and controlled (including using ICT); extend their sound vocabulary; combine sounds expressively.

Some children will not have made so much progress and will: create carefully chosen sounds and linear sequences of sound

Some children will have progressed further and will: demonstrate musical sensitivity in selecting sounds and structures in relation to the intended effect; refine and improve their work; demonstrate imagination and confidence in the use of sound; take advantage of ICT equipment where available.

Unit 21 Who knows? Exploring musical processes

Children develop an understanding of the process of composing by creating and performing music in response to musical and non-musical stimuli.

QCA ICT Unit 3b Manipulating Sound

In this unit children will explore and develop musical ideas by using ICT and other methods. They will use simple music software, tape recorders and a keyboard to compose, collect and communicate their musical ideas. They will amend and modify their work to explore various musical and sound effects, and use ICT to create, organise and record sounds.

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

This unit assumes that children:

- can use ICT to make selections
- are familiar with graphic representations of music

Expectations

most children will: use music software to develop and refine a musical composition.

some children will not have made so much progress and will: use music software to create a sequence of musical phrases

Some children will have progresses further and will: use music software to develop and refine a musical composition and adapt it in the light of performance.

Activity	Finding things out	Developing ideas & making things happen	Exchanging & sharing information	Reviewing, modifying & evaluating work.	Breadth of Study
Develop and refine a musical composition to concentrate on mood	Use Compose World 2 and classroom instruments to listen to sounds and features of families of instruments. What mood do they portray?	Develop and refine a musical composition. Experiment with icons which have musical phrases that sound e.g. happy/sad and create a musical sequence	Present work to teacher/class	Pupils comment on what they liked and also suggest how it can be improved. Pupils to act upon suggestions.	Composition software- Music Box 2 Explore other moods and families of instruments, creating a composition of the pupils' own choice.