

Unit 3B Manipulating sound

ABOUT THE UNIT

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.

WHERE THE UNIT FITS IN

This unit assumes that children:

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

TECHNICAL VOCABULARY

- sequence

RESOURCES

- electronic keyboard with a range of sounds and the ability to store and play sequences
- CD-ROM of musical instruments
- tape recorders
- music composition software with icons to represent musical phrases
- musical cards showing pictures of various musical instruments whose sound can be recreated on an electric keyboard

EXPECTATIONS

at the end of this unit

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 progressed further and will:

use music software to develop and refine a musical composition and adapt it in the light of performance

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
SETTING THE SCENE			
CHILDREN SHOULD LEARN	<ul style="list-style-type: none"> ◆ Create a set of musical cards which have pictures of various instruments whose sounds are represented on an electric keyboard. ◆ Introduce children to the sounds and encourage them to listen carefully to the quality of sounds (timbre) and describe them using a musical and expressive vocabulary. ◆ Ask children to take it in turns to select and play the musical sounds they have chosen on the keyboard. 	CHILDREN	<ul style="list-style-type: none"> • recognise that an electronic keyboard can be used to select and control sounds
SHORT FOCUSED TASKS			
<ul style="list-style-type: none"> • key idea: that sounds can be stored on CD-ROM • technique: to use ICT to record sounds 	<ul style="list-style-type: none"> ◆ Discuss families of instruments, such as strings, wind and percussion. Demonstrate sounds and features of these instruments using classroom instruments and a CD-ROM. ◆ Give children the opportunity to search the CD-ROM for themselves. Ask them to find an example of an instrument from each family and to write its name and family on a card. Then ask them to use a tape recorder to record a sound sample and to sketch an instrument. Ask the class to make a display which includes an invitation to listen to instrument families on cassette. 	<ul style="list-style-type: none"> • locate and record sounds 	<p>Children will have learnt to search a CD-ROM in Unit 2C 'Finding information'. These two activities may be combined.</p> <p>This activity provides an opportunity to make comparisons between different ways of recording and storing sounds, such as on tape or CD-ROM.</p>
<ul style="list-style-type: none"> • key idea: that ICT can be used to organise and reorganise sounds • technique: to use icons to arrange musical phrases 	<ul style="list-style-type: none"> ◆ Demonstrate a piece of music software in which an icon represents a musical phrase. The class discuss which pictures have musical phrases that sound happy/sad, fast/slow, or sound like the beginning/middle/end. ◆ Together the class choose four pictures and create a musical sequence. They suggest lyrics to fit in with the melody. ◆ After rehearsal the children perform and record the class song. 	<ul style="list-style-type: none"> • understand how musical phrases can be organised and re-organised using icons 	
<ul style="list-style-type: none"> • key idea: that electronic and live sounds can be combined in a performance 	<ul style="list-style-type: none"> ◆ Work with the class to create a longer musical composition using the same software to create 'a loop' (repeating a complete section of music as many times as required). Ask groups of children to take turns to improvise percussion parts. ◆ Ask the class to identify the rhythmic pattern which can be repeated and to devise a percussive accompaniment. They record their ideas using symbols and record their performance using a tape recorder. ◆ Discuss with the children some of the differences between the live and computer-controlled aspects of the composition. 	<ul style="list-style-type: none"> • recognise some of the differences between live and computer-controlled sounds 	
INTEGRATED TASK			
<ul style="list-style-type: none"> • use ICT to create, organise and reorganise sounds 	<ul style="list-style-type: none"> ◆ Tell the class that they are going to experiment with music software and create simple melodies. ◆ Divide the class into groups and encourage the groups to think about creating a mood in their compositions by selecting appropriate sounds and phrases. Ask them to think about the structure of their compositions, by using a simple pattern such as AABA. Ask them to save their compositions and present them to the rest of the class. 	<ul style="list-style-type: none"> • organise and reorganise sounds by manipulating appropriate icons 	



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