

Year 4. Making Music

Prior learning links:

This is a new unit of learning for the children, although they may have discovered some of the software packages used to create music through their own personal exploration of the Purple Mash suite of programs. It has been included fairly early on in our ks2 curriculum, as some knowledge of how to use these music-making software packages will provide the children with potentially useful additional skills for future projects in school. After completing this unit, a teacher would be able to task children to create some Tudor-style music for a Tudor project they are working on, or an exciting drumbeat for an action scene, for example. The software is very easy to use, and the children always really enjoy using it. Teachers will need to ensure all children have headphones with the devices they will be using – this is an essential in terms of classroom management for these lessons. The software will allow the children to save their sounds as .wav or .mp3 sound files, which can be imported into any number of other projects.

Adaptive teaching – Recommended tried and tested practise in these lessons:

Due to the nature of Computing lessons and the common ‘firefighting’ required in lessons with technical issues or children who are individually confused over what may be considered small stumbling blocks, it is recommended that teachers put time and effort into reinforcing the use of school-wide learning ethos and systems (for example, the use of the 4B’s – brain, board, buddy, boss) to encourage children to try to solve their problems in the right way rather than going straight to the teacher, or lessons will quickly become unmanageable. It is also recommended to follow our school’s use of the Rosenshine model of mastery teaching strategy and teach lessons in a series of stages, with short, simple tasks being set, and children who finish early can be given encouragement to support and ‘lifeguard’ other students. This has twofold benefits; the process of teaching others cements and secures pupils’ own mastery as well as ensuring the teacher isn’t overwhelmed with personal requests for help. If one-to-one support is unavailable for high need children, it is a good idea to make sure these children are sat next to or near a higher ability student who may act as peer support for them, and these children are monitored carefully throughout lessons to ensure they stay on task and understand each objective given. Ensure that any hardware support that is required for individual’s SEND requirements are adjusted appropriately and are tied to those students’ individual log ins (e.g. Zoom tools or screen tints for students with visual impairments etc). Teachers should have a knowledge of Pupil Premium children, particularly those who have been seen to struggle in Computing lessons, and these children should be monitored alongside those with SEND during lesson time to help ensure they access lessons along with the rest of the class.

Knowledge covered:

NC	Ladders Objectives
(2.1) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	
(2.2) Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	
(2.3) Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
(2.4) Understand computer networks including the Internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	
(2.5) Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Y4 - IT4 (KPI) - I can use an appropriate search engine effectively and judge if the information is useful to me.
(2.6) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Y4 - IT1 - I can use some of the more advanced features of applications (not just change font) to present my ideas and work clearly. Y4 - IT2 - I can combine more than one sources of information (eg text, picture, video, animation, sound) in my work. Y4 - IT3 - I can evaluate my digital work to see if it has met the target or goal set for me. Y4 - IT5 - I can use software to collect, present and analyse data appropriately (e.g. to make a chart). Y4 - IT6 - I can create a presentation to convey meaning and edit it if necessary (e.g. on PowerPoint/Sway/Keynote/Other).
(2.7) Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	

Medium Term Lesson Plan:

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Lesson 1	Understanding Music L.I I can identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture Y4 – IT1 Y4 – IT2 Y4 – IT3 Y4 – IT4 (KPI) Y4 – IT5 Y4 – IT6	S.C: Children can use appropriate musical language to discuss a piece of music. Children can identify sounds in a piece of music. Children can explain how a piece of music makes them feel.	<u>Key Questions</u> *Prior knowledge* What do pulse/rhythm/tempo/pitch/texture mean? Music definitions quiz at start of unit to assess children's understanding of these terms. Can you think of any music that made you feel an emotion? Sad/happy/excited/nervous/scared? What was it? Why?	The lesson begins with a review/pre-assessment of the musical terms the children are familiar and unfamiliar with. Children are then shown some pre-made beats to give feedback on and review verbally at first. Then they are tasked to write a more detailed review. Extension: Go into one track and change the tempo setting to a higher value/decay of the rippler and comment on how it affects the mood of the piece of music and how it makes them feel.
Lesson 2	Rhythm and Tempo L.I I can understand and experiment with rhythm and tempo. Y4 – IT1 Y4 – IT2 Y4 – IT3 Y4 – IT4 (KPI) Y4 – IT5 Y4 – IT6	S.C I can identify and recall a simple rhythm. I can explain what tempo is and how changing it can change the mood of a piece of music. I can create their own simple rhythm using Busy Beats.	<u>Key Questions</u> *Prior knowledge* What is rhythm? How is it different to tempo, pitch etc? How does the rhythm change in busy beats when we move our drum closer to the rippler, or further away from it? How does increasing the tempo affect the rhythm?	Discuss rhythm with the children and ask them to copy some of yours. Children look at tempo and change it in Busy Beats to see how it can affect rhythm. Children add new pages to busy beats once happy with their rhythms, then listen to each other's creations. Review S.C