

# Let's Make Music

Desirable Features: **Music Technology**  
**Working with Sound**

## Task Description

This is a generic ICT task about using Music Technology and Working with Sound at Levels 2 and 3. Teachers can set this task in a curricular context of their choice.

In this task, pupils are required to create a piece of music to enhance a topic they have been studying in class. They

may create the piece on the computer using composition software or perform on instruments and record onto the computer.

This task also provides teachers with the opportunity to develop pupils' skills in literacy (Communication).

## Requirements for UICT

This task focuses on the following aspects of UICT across the curriculum which have been highlighted in **bold**.

<p><b>Explore</b></p> <ul style="list-style-type: none"> <li><b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>
<p><b>Express</b></p> <ul style="list-style-type: none"> <li><b>create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.</b></li> </ul>
<p><b>Exchange</b></p> <ul style="list-style-type: none"> <li>communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><b>talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.</b></li> </ul>
<p><b>Exhibit</b></p> <ul style="list-style-type: none"> <li><b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>

## Areas of Learning

Depending on the context chosen by the teacher, this task has the potential to support one or more of the following Areas of Learning:

<b>The Arts</b>	✓
<b>Language and Literacy</b>	✓
Mathematics and Numeracy	
Personal Development and Mutual Understanding	
Physical Education	
<b>The World Around Us</b>	✓

Please Note: For assessment purposes, only the 'E's that are covered at the level(s) stated on the task have been bolded.

Depending on how the task is approached, it may touch on elements of the unbolded 'E's, although not necessarily at the level(s) stated.

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## Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to develop and demonstrate aspects of Thinking Skills and Personal Capabilities:

Managing Information  
 Thinking, Problem-Solving and Decision-Making  
 Being Creative  
 Working with Others  
 Self-Management.

## Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in some of the following:

- using music composition software;
- recording sound files; and
- saving work with meaningful file names.

## Resources

Suitable software such as Compose World Junior, Audacity or Super Duper Music Looper (not on C2k).

USB microphone.

## Managing the Task

Pupils should be given opportunities to:

### Plan

Through group discussion pupils should decide on the type of music needed for the task. They should decide on which method they will use to complete the task – either compose on computer or compose on actual instruments and record the performance.

### Do

Pupils should work in small groups to create their piece of music. After rehearsal they should save their composition to the computer.

### Review

Pupils talk about their own and others' work, reflecting on how it was created and the results achieved. They identify any problems they faced.

Pupils identify any improvements that might be made and review their work in relation to the goals set reflecting on how the work reflects the original learning intention.

Pupils talk about how they planned and approached their work, discussing what they have learned through the process and how they might change the process next time.

## Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets, in bold, the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression (those related to the task are in bold) and the UICT Desirable Features for Music Technology and Working with Sound at Levels 2 and 3. These Desirable Features have been produced as guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgement of the

pupil's level of UICT competence, teachers should ensure that these Desirable Features are used in conjunction with the UICT Levels of Progression.

**This task may also provide opportunities for pupils to work collaboratively online (Exchange) and showcase work online (Exhibit). Teachers should include these, where possible, as set out in the Desirable Features.**

Assessment Criteria Grid		
UICT Requirements	Level 2	Level 3
<b>Explore</b> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>• investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>find, select and use information from a given digital source (explore);</b></li> <li>• carry out a series of instructions using a digital device or environment (explore);</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>research, select, edit and use information from given digital sources (explore);</b></li> <li>• carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore);</li> </ul>
<b>Express</b> <ul style="list-style-type: none"> <li>• <b>create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>create and edit text onscreen, combining images and/or sound (express);</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express);</b></li> </ul>
<b>Exchange</b> <ul style="list-style-type: none"> <li>• communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>		<ul style="list-style-type: none"> <li>• understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange);</li> </ul>
<b>Evaluate</b> <ul style="list-style-type: none"> <li>• <b>talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>talk about how to improve their work (evaluate);</b> and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>make modifications to improve their work (evaluate);</b> and</li> </ul>
<b>Exhibit</b> <ul style="list-style-type: none"> <li>• <b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>save their work (exhibit).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>save using file names and select work to showcase learning digitally (exhibit).</b></li> </ul>

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 2 (Working with Sound)	Desirable Features - Level 3 (Working with Sound)
<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>• investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• open, listen to and select pre-recorded sounds (explore);</li> <li>• with more independence, record in real-time to capture an activity, a voiceover or a performance (express);</li> <li>• capture soundscape information with recording device, for example, environmental sounds (express); and</li> <li>• save chosen sounds to a specific location (exhibit).</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• transport files from recording device to editing device, for example, sound card, USB, bluetooth (explore);</li> <li>• drag in sound clips in sequence (explore)</li> <li>• use a variety of pre-recorded or given sounds (express);</li> <li>• use software to edit existing sound files, for example, crop a sound clip (express); and</li> <li>• work collaboratively online if appropriate (exchange); and</li> <li>• save chosen sounds to a specific location (exhibit).</li> </ul>
<p><b>Express</b></p> <ul style="list-style-type: none"> <li>• <b>create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.</b></li> </ul>	<p>Desirable Features - Level 2 (Music Technology)</p>	<p>Desirable Features - Level 3 (Music Technology)</p>
<p><b>Exchange</b></p> <ul style="list-style-type: none"> <li>• communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• find, select, open and listen to a given selection of pre-recorded sounds (explore);</li> <li>• use loop-based software to create simple musical structures, for example, selecting and repeating a drumbeat and a bass line (express);</li> <li>• take part in a discussion about how they might alter their work (evaluate); and</li> <li>• with some help save sound files/recordings to a specific location (exhibit).</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• source audio files from more than one location, such as a given selection of CDs, pupil's own mp3 library of copyright free .wav files from the Internet (explore);</li> <li>• use music technology to provide accompaniment for group or individual performances, for example, set up and play backing tracks for singers (explore);</li> <li>• use digital editing software to adapt existing music/sound files, for example, drag and drop, splitting a song to indicate sections (verse, chorus, intro, etc) (express);</li> <li>• use loop-based software to create simple and appropriate musical structures in a multi-track composition (express);</li> <li>• work collaboratively online if appropriate (exchange);</li> <li>• make modifications to their work (evaluate)</li> <li>• save changes to work using meaningful file names (exhibit); and</li> <li>• record audio in a digital audio workstation using a USB microphone (exhibit).</li> </ul>
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• <b>talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.</b></li> </ul>		
<p><b>Exhibit</b></p> <ul style="list-style-type: none"> <li>• <b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>		

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

## Let's Make Music

To make your topic work more interesting you have been asked to create a piece of music.

Create your music (two choices):

- using music composing software like Compose World Junior, Super Dooper Music Looper or Audacity, plan and create your music and save the file to the computer;
- create your music with instruments and record your tune onto the computer.

Play the music to the rest of the class and discuss their reactions. Ask others if it fits the topic.

Make any changes to your composition that you think are necessary and save to the computer.

See if you can:

Put together a whole class composition, using the sound files the class has created, into one piece of music.

Record music using a USB microphone.

Use digital editing software to improve your composition.

