

# Making Music

Desirable Features: **Music Technology**  
**Working with Text (Optional)**

## Task Description

This is a generic task about creating music. Teachers can set this task in a curricular context of their choice.

In this task, pupils are required to create and edit music. It can be music to accompany a poem, story or words that the teacher has given them or music on its own. The task can be set in any curricular area and teachers can choose the context to support a topic the pupils are working on.

Optional: Teachers may wish to ask pupils to use ICT to create the poem or story that they are going to use and in this case the task could include the Desirable Feature of Working with Text.

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**.

### Explore

- **access, select, interpret and research information from safe and reliable sources;**
- investigate, make predictions and solve problems through interaction with digital tools.

### Express

- **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.**

### Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

### Evaluate

- **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.**

### Exhibit

- **manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.**

## 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	
<b>Personal Development and Mutual Understanding</b>	✓
<b>Physical Education</b>	✓
<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 demonstrate one or more of the following 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 experience in some of the following:

- creating music using software;
- previewing work;
- working with loops; and
- using a microphone.

## Resources

Suitable software such as Audacity or Garageband.

Microphone.

## Managing the Task

Pupils should be given opportunities to:

### Plan

In groups or as a class pupils should listen to different recordings and types of music and decide which type they are going to create. They should work in small groups or individually to create their music. If their music is to accompany a poem, story or words they should ensure that this is considered when making their choices.

### Do

Pupils should work in small groups or individually to create their music. This will involve ongoing composing and editing as they listen to their recording and edit it until they are happy with it.

### Review

Pupils play their compositions to the class and talk about their own and others' music, 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.

## 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 Text (optional) at Levels 3 and 4. 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 3	Level 4
<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>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>	Pupils can: <ul style="list-style-type: none"> <li>• <b>research, select, edit and use assets from a range of digital sources (explore);</b></li> <li>• investigate and solve problems in a digital 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>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>	<ul style="list-style-type: none"> <li>• <b>process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose (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>	<ul style="list-style-type: none"> <li>• use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (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>make modifications to improve their work (evaluate);</b> and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use appropriate ICT tools and features to improve 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 using file names and select work to showcase learning digitally (exhibit).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit).</b></li> </ul>

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Music Technology)	Desirable Features - Level 4 (Music Technology)
<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>• 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> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• research song structure through the use of Music Technology such as exploring the structure of well-known rock songs, dance tracks (explore);</li> <li>• create own music, previewing and arranging loops to fit context (express);</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>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• play in or program own MIDI-based parts (express);</li> <li>• use software tools to control gain/input level (express);</li> <li>• work collaboratively online when appropriate (exchange);</li> <li>• make improvements to their work (evaluate);</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>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• save changes to work and keep earlier versions as work progresses (exhibit);</li> <li>• understand and use various file formats to save work and to make it available to different users and audiences (exhibit); and</li> <li>• showcase work by uploading their work to pre-prepared class e-portfolio or the school's social network (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.

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Working with Text) Optional	Desirable Features - Level 4 (Working with Text) Optional
<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>access, select, interpret and research information from safe and reliable sources;</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 a new (or existing) document (explore);</li> <li>create text and alter font, size, style and colour of text (express);</li> <li>position an image appropriately (express);</li> <li>spell frequently used words correctly (express);</li> <li>display text appropriately, for example: using correct punctuation, word spacing (express);</li> <li>include title or subtitles if appropriate (express);</li> <li>work collaboratively online if appropriate (exchange);</li> <li>make changes to work if necessary (evaluate);</li> <li>save work and give it a suitable file name (exhibit); and</li> <li>save work to a specified location (exhibit).</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>retrieve an existing document (explore);</li> <li>select text and other assets from a range of digital sources (explore);</li> <li>copy and paste text appropriately from a range of digital sources (explore);</li> <li>create text and format it to show an awareness of audience, for example: aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express);</li> <li>use a spellchecker (express);</li> <li>use a text box (express);</li> <li>create a table (express);</li> <li>import a graph and position it appropriately (express);</li> <li>alter an image if necessary, for example, resize, crop, etc (express);</li> <li>work collaboratively online when appropriate (exchange);</li> <li>use the text and picture toolbars to enhance appearance of text and images (evaluate);</li> <li>describe improvements made to a document (evaluate);</li> <li>create folders for saved work (exhibit); and</li> <li>showcase work by uploading their work to a pre-prepared class e-portfolio or wiki (exhibit).</li> </ul>
<p><b>Express</b></p> <ul style="list-style-type: none"> <li>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.</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>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.</li> </ul>		
<p><b>Exhibit</b></p> <ul style="list-style-type: none"> <li>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</li> </ul>		

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

# Making Music

You have been asked to use the computer to create music. The music can be to accompany a poem, story or words that your teacher has given you or that you have created yourself.

Plan your work by thinking about what type of music you will create and what instruments you will choose.

Think about the speed of the music - will it be a quick or slow tempo?



## Optional

You may wish to either:

- record your playing of an instrument using a microphone; or
- record directly into the computer using, for example, a keyboard and using the software to mix and edit (if using *Garageband*).

# Making Music

If you are using a story or poem, record and re-record the voice until you are happy with the volume and speed.

Play it over again as often as you need to and make changes.

Play your music to the rest of the class.

Discuss it with other pupils and decide how you could make it better if you were to do it again.

