

That's a Rap

Desirable Features: Working With Sound

Task Description

Pupils will plan, perform and record a rap and rhythmic accompaniments around the theme of "Our Place". They will then edit, save and export their rap using appropriate music editing software such as Audacity. N.B. this task could be done in conjunction with the task "A Visitor to Your Area".

This task can be used as a generic task ie teachers need not use the theme 'Our Place' but can apply it to any topic or area of the curriculum.

Teachers or pupils can decide to upload their rap to a blogging site such as a Wiki or Interact NI, but this is optional. If this option is taken, then the task presents the opportunity to cover 'Exchange'.

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:

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

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Prior Knowledge/Experience

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

- listening to and recording audio.
- exploring elements of music such as genre, timbre, rhythm, melody, tempo and lyrics.
- transporting files from a recording device to an editing device.
- using software to edit sound files.
- exporting audio files.
- online collaboration (optional).

Resources

music examples

tuned and un-tuned musical instruments and objects to make rhythms with

Easy Speak microphones or USB microphones.
headphones

appropriate audio editing software such as Audacity

a bank of sound effects

interactive whiteboard or alternative

Managing the Task

Plan

Pupils should have opportunities to listen to examples of different genres of music and discuss their reactions to them. They should pay particular attention to hip-hop music and consider the various elements of the music. They should also experiment with creating simple ostinatos. An ostinato is a melodic or rhythmic pattern that is constantly repeated. If desired, pupils could also consider making simple instruments to create their rhythmic accompaniments. Pupils should then work in groups to plan their rap.

Do

Once the pupils have written their raps they should then create ostinati to accompany the lyrics. They could also add sound effects and/or a melody using tuned and un-tuned instruments. They should rehearse and perform their rap and then record it to be edited in Audacity. During the editing process work should be saved at various stages of completion and shared online for feedback. Pupils can then make any improvements they deem necessary.

Review

Once the raps are completed and exported, they should be presented to the class. Pupils should talk about how they planned and approached their work, discussing what they have learned through the process and what they might do differently next time. They may also showcase their work using an online platform such as Wiki or Interact NI. Interact NI is a new blogging site for Northern Ireland schools provided by Studio ON. You can contact Studio ON about setting this up for your school. Tel: 028 90449821
Web: www.studio-on.org.uk.

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 Working with Sound at Levels 3, 4 and 5. 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 judgment 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 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	Level 5
Explore <ul style="list-style-type: none"> access, select, interpret and research information from safe and reliable sources; investigate, make predictions and solve problems through interaction with digital tools. 	Pupils can: <ul style="list-style-type: none"> research, select, edit and use information from given digital sources (explore); carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore); 	Pupils can: <ul style="list-style-type: none"> research, select, edit and use assets from a range of digital sources (explore); investigate and solve problems in a digital environment (explore); 	Pupils can: <ul style="list-style-type: none"> research, select, edit, use and evaluate assets from a range of digital sources (explore); investigate and solve problems in a range of digital environments (explore);
Express <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express); 	<ul style="list-style-type: none"> 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); 	<ul style="list-style-type: none"> process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose (express);
Exchange <ul style="list-style-type: none"> communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 	<ul style="list-style-type: none"> understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange); 	<ul style="list-style-type: none"> use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange); 	<ul style="list-style-type: none"> use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers (exchange);
Evaluate <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> make modifications to improve their work (evaluate); and 	<ul style="list-style-type: none"> use appropriate ICT tools and features to improve work (evaluate); and 	<ul style="list-style-type: none"> use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome (evaluate); and
Exhibit <ul style="list-style-type: none"> manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 	<ul style="list-style-type: none"> save using file names and select work to showcase learning digitally (exhibit). 	<ul style="list-style-type: none"> select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit). 	<ul style="list-style-type: none"> organise, store and maintain their work within a personalised area to showcase learning across the curriculum (exhibit).

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Working with Sound)	Desirable Features - Level 4 (Working with Sound)	Desirable Features - Level 5 (Working with Sound)
<p>Explore</p> <ul style="list-style-type: none"> access, select, interpret and research information from safe and reliable sources; investigate, make predictions and solve problems through interaction with digital tools. 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> transport files from recording device to editing device, for example, sound card, USB, bluetooth (explore); drag in sound clips in sequence (explore); use a variety of pre-recorded or given sounds (express); use software to edit existing sound files, for example, crop a sound clip (express); work collaboratively online if appropriate (exchange); and save chosen sounds to a specific location (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> plan a product with a sense of audience and purpose (explore); create a product with a sense of audience and purpose (express); edit, refine and modify sound file, for example, cut, paste, sequence, delete (express); work collaboratively online when appropriate (exchange); explain improvements made to work (evaluate); save/store own work to an appropriate location for future presentation (exhibit); and showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> plan a product with a clear understanding of audience and purpose (explore); create a product with clear understanding of audience and purpose (express); work with more than one track (express); control volume within software (express); work collaboratively online when and where appropriate (exchange); in the event of collaborative work, assume separate role, for example, sharing files to edit before assembling whole (exchange); carry out ongoing improvements and reflect upon role, process and outcome (evaluate); and showcase work by uploading their work to their e-portfolio or school based social network (exhibit).
<p>Express</p> <ul style="list-style-type: none"> 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. 			
<p>Exchange</p> <ul style="list-style-type: none"> communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 			
<p>Evaluate</p> <ul style="list-style-type: none"> 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. 			
<p>Exhibit</p> <ul style="list-style-type: none"> manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 			

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

That's a Rap

You are going to work in groups to make a rap about "Our Place".

1. Think about different aspects of where you live and work together to write your lyrics.
 - What words might you use?
 - Are you going to have a repeating chorus?
 - What will you use to make the rhythms in the rap?
 - Are you going to sing any of the rap?
 - Are there any sound effects you could add?
2. Rehearse your rap. If you like, you can rehearse the lyrics and rhythms separately at first and then perform them all together.
3. Record your rap into a microphone and import it to the computer. You could also record any sound effects you want to include in your rap later on.



That's a Rap

4. Use Audacity to edit your rap. You can try adding effects to change the way different parts sound. If you have recorded sound effects, add them as new tracks and experiment by placing them in different parts of the rap and changing the volume.
5. Save and export your work at various stages. Allow the rest of the class to listen to your work and give you their ideas about it. Make any changes to your work you want and export the final version as a mp3 file.
6. Present your work to the rest of the class explaining how you created your final rap.
7. If you wish, you can also upload your rap to a blogging website so that other people can comment on your work so far.

