

Subject: Computing	Year: 2 – Summer 1 – <b>Creating Media 2 – Making Music</b>
<p><b>National Curriculum objectives</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</li> </ul> <p><a href="#">Music national curriculum links</a></p> <ul style="list-style-type: none"> <li>• Play tuned and untuned instruments musically;</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>• Experiment with, create, select, and combine sounds using the interrelated dimensions of music.</li> </ul> <p><a href="#">Education for a Connected World links</a></p> <p><b>Copyright and ownership</b></p> <ul style="list-style-type: none"> <li>• I know that work I create belongs to me.</li> </ul>	
<p><b>To begin this unit, the children should have already learnt:</b></p> <p>The children should already have experience of making choices on a tablet/computer, and they should be able to navigate within an application. They should also have some experience of patterns</p>	<p><b>The learning in this unit will prepare the children to learn these things in the future:</b></p> <p><u>Year 3 – Sequencing Sounds (Spring 1)</u></p> <p><i>ScratchJr</i> is a programming environment with three main areas:</p> <ol style="list-style-type: none"> <li>1. The Blocks Palette;</li> <li>2. Code Area;</li> <li>3. Stage with Sprite.</li> </ol> <p>Algorithms allow us to sequence movements, actions and sounds in order to program effective animations.</p> <p><u>Year 4 – Audio Production (Autumn 2)</u></p> <p>An input device (microphone) and output devices (speaker or headphones) are required to work with sound digitally. Creators have ownership of digital audio and there are copyright implications of duplicating the work of others.</p>
<p><b><u>Key Enquiry Question</u></b></p> <p>What differences do you notice between the first piece of music and the second? Which do you like more and why? What is a rhythm? How does the music make you feel? What sounds do you think would represent your animal? What animal have you tried to represent with your music?</p>	<p><b><u>The Big Idea:</u></b></p> <p>Music can make us think and feel different things and we can use digital devices to help us to create, edit and listen to music. Rhythm, pitch and tempo can be used to change the sound and emotion of music. Music can be produced digitally and non-digitally: both offer advantages.</p>

**To achieve ARE, pupils will need to be secure in the following knowledge:**

**By the end of this unit, children will know:**

- Computers can be used to play sounds of different instruments;
- The same pattern can be represented in different ways;
- Similarities and differences between playing music on instruments or making music on a computer.

**Vocabulary:**

**Music; emotions; pulse; rhythm; patterns; pitch; tempo; instrument; sound; note.**

**By the end of this unit, children will be able to do:**

- Experiment with musical patterns on a computer;
- Experiments with different sounds on a computer;
- Use a computer to create a musical pattern;
- Use a computer to compose a melody and a rhythm on a given theme;
- Use a computer to play the same music in different ways (e.g. tempo);
- Evaluate a musical composition created on a computer;
- Improve a musical composition created on a computer;

**Useful Resources:**

**Online training courses**

[Raspberry Pi online training courses](#)

- BBC Ten Pieces (includes video recordings of the suite and music/digital art lesson plan ideas): [www.bbc.co.uk/programmes/articles/14ZjT5yjnKQRdKVsqgLzk1x/mars-from-the-planets-by-gustav-holst](http://www.bbc.co.uk/programmes/articles/14ZjT5yjnKQRdKVsqgLzk1x/mars-from-the-planets-by-gustav-holst)
- Gustav Holst's *The Planets* : a guide – Classic FM: [www.classicfm.com/composers/holst/pictures/holsts-planets-guide](http://www.classicfm.com/composers/holst/pictures/holsts-planets-guide)
- Learning to Listen: Gustav Holst's *The Planets* – YourClassical: [www.yourclassical.org/story/2014/02/10/gustav-holst-the-planets-on-learning-to-listen](http://www.yourclassical.org/story/2014/02/10/gustav-holst-the-planets-on-learning-to-listen)

You should also be familiar with musical terminology:

- BBC: [www.bbc.co.uk/bitesize/subjects/zwxhfg8](http://www.bbc.co.uk/bitesize/subjects/zwxhfg8)
- BBC Bitesize video (pulse and rhythm): [www.bbc.co.uk/bitesize/clips/zmqn34j](http://www.bbc.co.uk/bitesize/clips/zmqn34j)



# COMPUTING: CREATING MEDIA KNOWLEDGE ORGANISER

Y2



## Overview

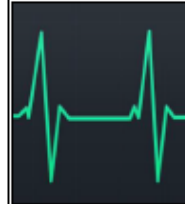
### Making Music



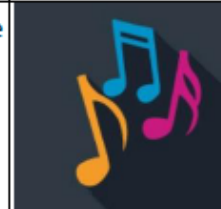
- We can use digital devices to help us to create, edit and listen to music.
- Music can make us think and feel different things.
- Rhythm, pitch and tempo can be used to change the sound and emotion of music.
- We can also use lots of different apps and programs to edit and improve photos, for example Chrome Music Lab, Magic, and Music Maker.
- We should understand the advantages of creating both digital and non-digital music.

## Music Vocabulary

There are lots of different things to consider when we are making and listening to music. Some of the most important words that you should know are below.



Pulse is the steady beat, like a ticking clock or a heartbeat. Music has a pulse. Sometimes, we can clap or move in time to the pulse of music.



Rhythm is the pattern of long and short sounds in music. In lots of music, a rhythm is repeated throughout the song.



The pitch is how high or low a sound is. An example of a high-pitched sound is a whistle, a low-pitched sound is a drum.



The tempo is how fast or slow the music is. Fast-tempo music can sound energetic or frightening. Slow-pitched music can sound sad.



Volume is how loud or quiet something is. When making music, we can use loud and quiet sounds to show different ideas and emotions.

## Describing Music

Music is a type of art that can be heard. It can make us feel different emotions.

Some words to describe music:

Loud	Soft	Gentle	Fast	Slow
Catchy	Boring	Interesting	Noisy	
Smooth	Modern	Old-fashioned	Scary	



Music can make us feel different emotions.

Some of these emotions may include:

Happy	Sad	Excited	Depressed
Bored	Worried	Angry	Nervous
Scared	Surprised	Motivated	Tired



## Using Song Maker

-On Chrome Music Lab, click on the multi-coloured smiley face for Song Maker.



-By clicking on the different squares, you can make different musical notes. The higher up you click, the higher the pitch!



-Clicking on the shapes below the notes allows you to add in percussion, e.g. drums and symbols.



-You can change the instruments that make the sounds, by clicking on the different options in the bottom left.



-By moving the dot along this bar (at the bottom of the page) you can change the tempo, making it faster or slower.



-This symbol lets you listen to the music that you have made!



## Important Vocabulary

Music

Emotions

Pulse

Rhythm

Patterns

Pitch

Tempo

Instrument

Sound

Note