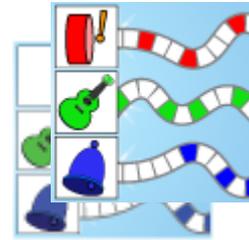




Computing

Scheme of Work



Unit 2.7 – Making Music



Year Group: 2
Number of
Lessons: 3



From **2**simple



Contents

Introduction	3
Lesson 1 – Exploring Sounds	4
Aims.....	4
Success criteria.....	4
Resources	4
Activities	4
Lesson 2 – Making Music	7
Aims.....	7
Success criteria.....	7
Resources	7
Activities	7
Lesson 3 – Soundtracks	10
Aims.....	10
Success criteria.....	10
Resources	10
Activities	10
Assessment Guidance	13



Introduction

This series of three lessons will provide the children with the knowledge and understanding to create simple and more complex animations using 2Sequence. The children can use 2Sequence to explore harmony and build up musical scores.

Lesson	Aims	Success Criteria
<u>1</u>	To be introduced to making music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence.	<ul style="list-style-type: none"> • Children understand what 2Sequence is and how it works. • Children have used the different sounds within 2Sequence to create a tune. • Children have explored how to speed up and slow down tunes. • Children understand what happens to the tune when sounds are moved.
<u>2</u>	To add sounds to a tune they've already created to change it. To think about how music can be used to express feelings and create tunes which depict feelings.	<ul style="list-style-type: none"> • Children have added sounds to a tune they've already created to change it. • Children have considered how music can be used to express feelings. • Children can change the volume of the background sounds. • Children have created two tunes which depict two feelings.
<u>3</u>	To upload a sound from a bank of sounds into the Sounds section. To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section.	<ul style="list-style-type: none"> • Children have uploaded and used their own sound chosen from a bank of sounds. • Children have created, uploaded and used their own recorded sound. • Children have created their own tune using some of the chosen sounds.



Lesson 1 – Exploring Sounds

Aims

- To be introduced to making music digitally using 2Sequence.
- To explore, edit and combine sounds using 2Sequence.

Success criteria

- Children understand what 2Sequence is and how it works.
- Children have used the different sounds within 2Sequence to create a tune.
- Children have explored how to speed up and slow down tunes.
- Children understand what happens to the tune when sounds are moved.

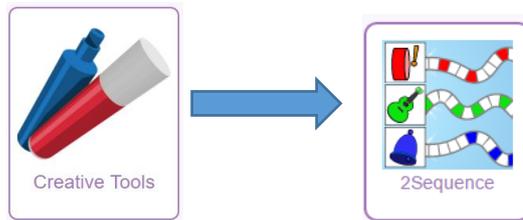
Resources

Unless otherwise stated, all resources can be found on the [main unit 2.7 page](#). From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and ‘open in new tab’ so you don’t lose this page.

- Headphones.
- [Twinkle Twinkle](#) 2Sequence file.

Activities

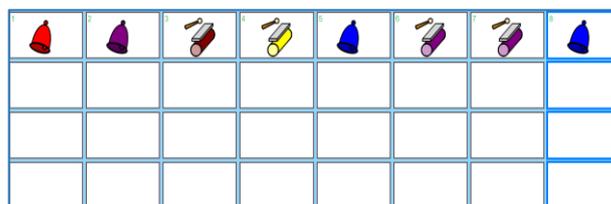
Show the children 2Sequence as a class and explain to them that it will let them explore lots of musical sounds and make their own music.



1. Start with a simple pattern of sounds. Select the bells and chimes from the bottom of the screen.



2. Using the bells and chimes, show the children how to drag each instrument onto a bar.

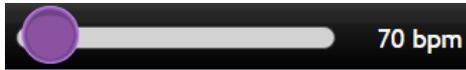


3. Show the children how to run the sequence by clicking on the big green for ‘go’ arrow at the top of the screen. Show the children how each bar is highlighted as the tune is played.



Now try:

- Show the children how to slow down and speed up the tune by using the bpm (beats per minute) slider.



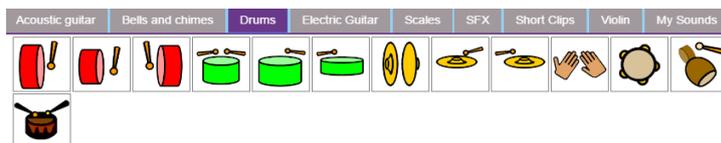
Which tune did the children like the best: the fast one or the slow one?

- Set the bpm back to the centre (about 140) and show the children how to drag the instruments from the bar and into the bin, leaving empty spaces.

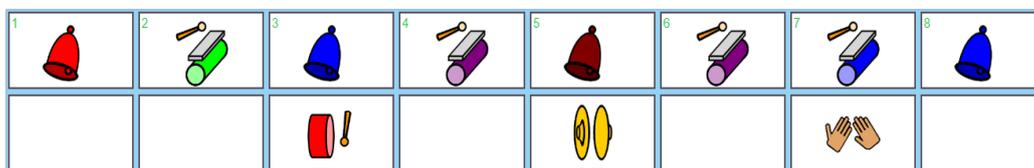


Now play the tune again; what does it sound like? Now speed it up and slow it down again. What does it sound like this time?

- Let the children try for themselves. At this point, you may want the children to use headphones so that they can only hear the tunes that they are creating.
- When the children have had a chance to explore how to create their tune, show them how to select another set of instruments from the bottom of the page. Select the drums.



- Show the children how you can add more instruments and sounds to the bars and start to add different sounds to the tune you have just created.



What does your tune sound like now? Try speeding it up and slowing it down.
Which tune did you like the best?

- Clear your tune and start again by clicking on the New icon.



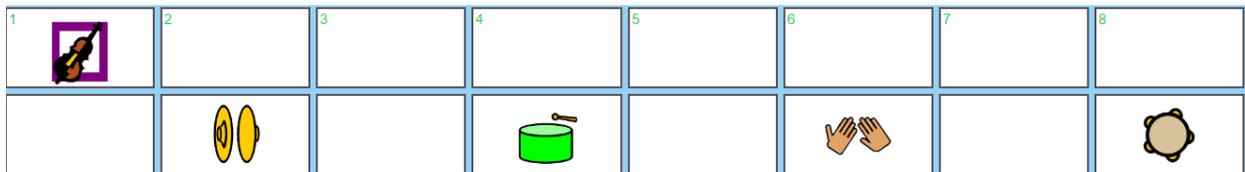


10. Select the violins from the instrument bank.



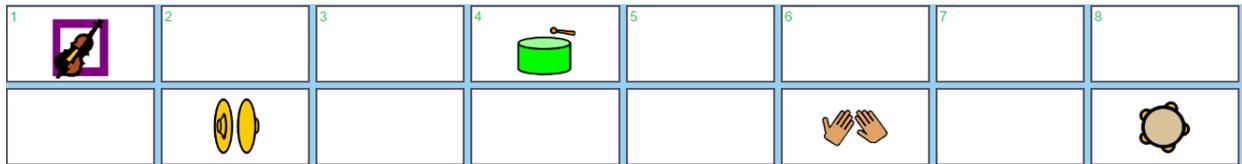
Each violin will play a short accompaniment; listen to what each one sounds like with the children.

11. Add one of the violin sounds to the first bar. Now add some sounds (the drum section) onto the second row underneath the violin.



If you play the tune now, you will hear the violin sound with the other sounds.

12. Try moving one of the instruments up onto the same row as the violin. What happens to the sound of the violin?



13. Let the children experiment making different tunes with the violins and using different instruments as the backing sounds.

14. Show the children how to change the volume of the backing sounds on each row by using the volume control at the side of each of the rows.

Dragging the small bar either up or down will control the level of the sounds in that row.

Let the children try changing the volume for each of the rows.



15. When the children are happy with the tune that they have created, remind them to save it to their My Work folder.



Lesson 2 – Making Music

Aims

- To add sounds to a tune they’ve already created to change it.
- To think about how music can be used to express feelings and create tunes which depict feelings.

Success criteria

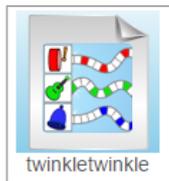
- Children have added sounds to a tune they’ve already created to change it.
- Children have considered how music can be used to express feelings.
- Children can change the volume of the background sounds.
- Children have created two tunes which depict two feelings.

Resources

- Headphones.
- [Twinkle Twinkle file](#) from the resources section.

Activities

1. Look at 2Sequence and tell the children that they need to help you to create a new tune for a song that they all know: ‘Twinkle, Twinkle, Little Star.’
Can they remember what they did in the last lesson?
2. Open the 2Sequence file ‘Twinkle, Twinkle’ and play it for the children.



Let’s make it a bit more exciting!

Working on a large screen or whiteboard, let the children come out and choose which instrument they want to use and where they want to add it.

3. Change the tempo of the tune and play it again for the children to hear all the changes.
Experiment with the sounds and tempo to remind the children how to use 2Sequence.
Are there any instruments or sound effects (SFX) which will help the tune to sound like twinkling stars?
4. Try adding some chimes and the star sound effect (SFX) and see what happens.



5. Talk to the children about how sound effects and music are very often used to help us to think about and imagine something.



6. Ask the children to think about a favourite cartoon or film they have watched. Sometimes the music is loud or quiet depending on what is happening.

7. Sometimes the music can make you feel very happy or very sad.

Talk to the children about how they are feeling today:

happy

sad

scared

tired

angry

Talk to the children about using sounds to show one of these feelings.

8. Which sounds would you choose to let people know you are happy?

Play some of the sounds and choose some to make a happy tune.

Would the happy tune be slow or fast?

Try the tune at different tempos; which one makes you feel happiest?

9. Let the children try creating their own happy and sad tunes.

10. Show the children how they can increase the number of bars in their tune to make it longer, like 'Twinkle, Twinkle'.

11. Show the children how they can make the tune repeat by 'looping' the tune. Click on the Loop icon to play the tune  continually.

12. Let the children change the length of their tune to 16 bars.

Give the children time to experiment with the sounds and to create two tunes which convey the feelings of...

- happy
- sad
- scared
- tired
- angry

13. Remind the children to save their work in their My Work folder.



Purple Mash Computing Scheme of Work – Unit 2.7 – Making Music – Lesson 2

14. Finally, get the children together to listen to some of the tunes. If you are logged in to Purple Mash as the class teacher, you should be able to access the children's work in their My Work folder from the Work folder at the top of the Purple Mash home page.



Let some of the children play their tune and ask the class to guess which feeling it represents. Were they right?



Lesson 3 – Soundtracks

Aims

- To upload a sound from a bank of sounds into the Sounds section.
- To record their own sound and upload it into the Sounds section.
- To create their own tune using the sounds which they have added to the Sounds section.

Success criteria

- Children have uploaded and used their own sound chosen from a bank of sounds.
- Children have created, uploaded and used their own recorded sound.
- Children have created their own tune using some of the chosen sounds.

Resources

- Headphones.

Activities

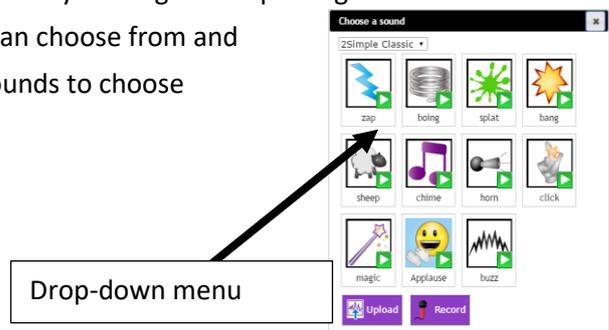
1. Remind the children about how 2Sequence uses the banks of sounds to allow them to create their own tunes and music.
2. Tell the children that they are going to create their own soundtrack for a film or cartoon they have seen, or they can think of their own idea for a film or cartoon and make a soundtrack for that.
3. Go back to the Sounds section at the bottom of the screen and from this section select My Sounds.



The children will see a blank box with a big plus sign waiting for the children to add their own selection of sounds.

4. Show the children how to find all the additional sounds by clicking on the plus sign.

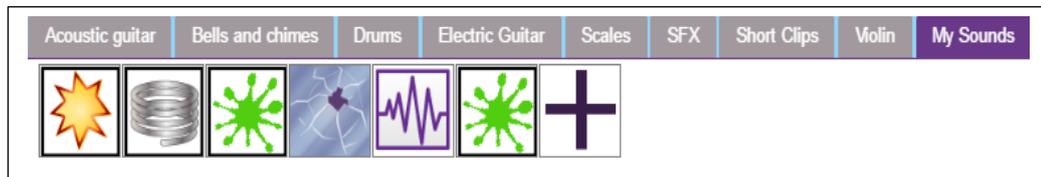
This will show a bank of sounds which the children can choose from and a drop-down menu with a selection of even more sounds to choose from!



5. Show the children how to play the sound to listen to it first. Click on the white arrow next to the sound.
6. If they are happy with the sound, click on the picture of the sound to select it.



The sound will then appear in their own My Sounds section.



Let the children explore, listening to the sounds and choosing ones they think will be useful for their soundtrack.

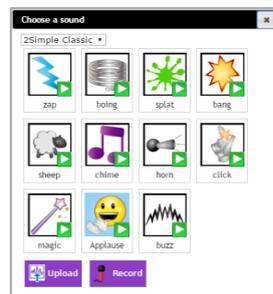
- Once the children have added their sounds to their My Sounds section, they can start to use them as before.

The bank of sounds will save with the sound file they are creating.

- There is also the option for the children to record their own voice and add it to their My Sounds section.

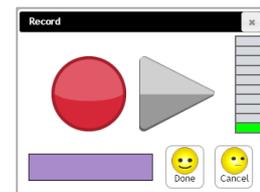
- Tell the children to go back to the My Sounds section and select the plus sign.

From the following window, select the Record button



The children will now be able to record for 15 seconds.

This could be their own voice or their own sound effect using instruments.



- When the children have recorded their sound, selecting Done will add the sound to their My Sounds section and the Sound icon will appear as a microphone.

Only one sound can be recorded.

Recording a second sound will overwrite the first.

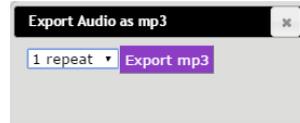


- Give the children time to create their soundtracks and save them.

- At the end of the lesson, give the children time to listen to some of the soundtracks and talk about what film or cartoon the soundtrack is for.



13. As an additional activity, use the Export icon to export the children’s soundtracks as an MP3 file.



Save the MP3 files on a class system and play the soundtracks for tidy-up time or any other activity during the school day. Can the children recognise the soundtracks they created?



Assessment Guidance

The unit overview for year 2 contains details of national curricula mapped to the Purple Mash Units. The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment Guidance	
Emerging	<p>With support, children use the sounds within 2Sequence to create a simple composition (Unit 2.7 Lesson 1. Point 1).</p> <p>They demonstrate their ability to manipulate digital content by editing and amending their composition (Unit 2.7 Lesson 1. Point 8).</p> <p>Throughout this unit, with support, children show that they can store and retrieve their work from their saved area on Purple Mash.</p>
Expected	<p>Children use the sounds within 2Sequence to create a composition (Unit 2.7 Lesson 1. Point 1).</p> <p>They demonstrate their ability to manipulate digital content by editing and amending their composition (Unit 2.7 Lesson 1. Point 8). They will have explored different sounds to utilise within their tune and functions such as tempo (Unit 2.7 Lesson 1).</p> <p>Children create, upload and use their own sounds as part of this (Unit 2.7 Lesson 3. Point 3).</p> <p>Throughout this unit, children show that they can efficiently store and retrieve their work from their saved area on Purple Mash.</p>
Exceeding	<p>Children achieve all expected outcomes.</p> <p>In addition, using 2Beat, children can create a simple drum composition and export this as an mp3.</p> <p>They can then upload this into 2Sequence allowing them to add greater complexity to their composition. In doing this, children demonstrate their ability to seamlessly use all aspects of the software and therefore greater depth.</p> <p>Throughout this unit, children show that they can efficiently store and retrieve their work from their saved area on Purple Mash.</p>