

# **DigiTech Scheme of Work**

## **Unit 4.9 – Making Music**

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# Introduction

These lessons use [2Sequence](#) and [Busy Beats](#), both found within the Tools area of Purple Mash. A [2Sequence User Guide](#) and [Busy Beats User Guide](#) can be found in the Guides and Resources area of Purple Mash.

The lessons encourage children to discuss and experiment with the main elements of a piece of music and allows them to compose themselves.

It is important to be familiar with Busy Beats before teaching these lessons. Watching the introduction videos and on the programme and reading the [User Guide](#) will help with this.

The lessons assume that children are logged onto Purple Mash with their own individual usernames and passwords so their work will be saved in their own folders automatically and can be easily reviewed and assessed by the class teacher.

If you are currently using a single login per class or group and would like to set up individual logins yourself, then please see our guide to doing so at [Create and Manage Users](#). Alternatively, please contact support at [support@2simple.com.au](mailto:support@2simple.com.au) or call +61 (0) 380 015 024.

If children have not used and logged onto Purple Mash before, they will need to spend some time learning how to do this before starting these lessons. Young children can be supported by having their printed logon cards (produced using [Create and Manage Users](#)) to hand.

These lesson plans make use of the facility within Purple Mash to set activities for children which they can then complete and hand in online (2Dos). This enables you to assess their work easily as well as distribute resources to all children. A teacher's guide to 2Dos can be found in the Teacher section: [2Dos Guide](#).

**Note:** To force links within this document to open in a new tab, right-click on the link then select Open Link in New Tab.

# Medium Term Plan

Lesson	Title	Success Criteria
<u>1</u>	Understanding Music	<ul style="list-style-type: none"> <li>Children can use appropriate musical language to discuss a piece of music.</li> <li>Children can identify sounds in a piece of music.</li> <li>Children can explain how a piece of music makes them feel.</li> </ul>
<u>2</u>	Rhythm and Tempo	<ul style="list-style-type: none"> <li>Children can identify and recall a simple rhythm.</li> <li>Children can explain what tempo is, and how changing it can change the mood of a piece of music.</li> <li>Children can create their own simple rhythm using Busy Beats.</li> </ul>
<u>3</u>	Melody and Pitch	<ul style="list-style-type: none"> <li>Children can show an understanding of melody.</li> <li>Children can create a simple melodic pattern using 2Sequence and Busy Beats.</li> <li>Children can use a variety of notes, experimenting with pitch.</li> </ul>
<u>4</u>	Creating Music	<ul style="list-style-type: none"> <li>Children can explore and understand how music is created.</li> <li>Children can experiment with pitch, rhythm, and melody to create a piece of house music on Busy Beats.</li> </ul>

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# Lesson 1 – Understanding Music

## Aim

- To identify and discuss the main elements of music -
  - Pulse
  - Rhythm
  - Tempo
  - Pitch
  - Texture

## Success Criteria

- Children can use appropriate musical language to discuss a piece of music.
- Children can identify sounds in a piece of music.
- Children can explain how a piece of music makes them feel.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 4.9 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.

- [Busy Beats](#): This is found in the Tools area of Purple Mash.
- [2Quiz – Musical Definitions Quiz - 1](#) - To test prior knowledge of the music elements
- [Music Review Sheet](#) - Either print out this sheet prior to the lesson or set it as a 2Do for the class.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims.  Display <b>slide 3</b> and outline the success criteria.
Music Elements Quiz	Use <b>slide 4</b> to introduce the Musical Elements Quiz. This can either be set as a 2Do for children to access independently or complete the quiz together as a class.
Music Elements Quiz – Key Vocabulary	With <b>slide 5</b> , review the musical elements vocabulary, ensuring the children understand the definitions which appear upon clicking the slide.
Activity 1: Ready Made Beats	Open Busy Beats using the icon on <b>slide 6</b> .  Listen to some of the ready-made beats that you can see when you open Busy Beats. Children can discuss the questions on <b>slide 6</b> in small groups then feedback to the class. To start the music, press the rippler in the centre of the screen.

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Activity 2: My Music Review	<p>Introduce the activity using <b>slide 7</b> where children choose one of the 'ready-made beats' and write a review about it.</p> <p>This review can be accessed online if set as a 2Do, or you can print it out for the children. Children may want to re-listen to their chosen pieces of music on their own devices.</p> <p>Open the review file on the whiteboard using the icon on the slide.</p>
Activity 3: Extension	Use <b>slide 8</b> to introduce an optional whole class extension activity.
Review Success Criteria	Display <b>slide 9</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

# Lesson 2 – Rhythm and Tempo

## Aim

- To understand and experiment with rhythm and tempo.

## Success Criteria

- Children can identify and recall a simple rhythm.
- Children can explain what tempo is, and how changing it can change the mood of a piece of music.
- Children can create their own simple rhythm using Busy Beats.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 4.9 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.

- [Busy Beats](#): This is found in the Tools area of Purple Mash.
- A simple percussion instrument i.e. a tambourine
- Busy Beats file - [Ready-made Rhythms](#)

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims. Display <b>slide 3</b> and outline the success criteria.
Rhythm	Using <b>slide 4</b> , ask the children to discuss what a rhythm is. Using a percussion instrument, tap out a simple rhythm for the children to repeat back. Allow children to take the instrument and lead the class in the same way.
Ready Made Rhythms	With <b>slide 5</b> , listen to the <a href="#">Ready-Made Rhythms</a> , going through tabs A-F. Experiment with changing the tempo (speed) by changing the BPM at the top of the screen.
Busy Beats	Using <b>slide 6</b> , open a new Busy Beats page, adding in some drum samples, (Start with two, then add a third as you go on). Place them in the space and set off the rippers by clicking on one. Demonstrate how the rhythm changes as you move them about and demonstrate how moving the rippers further apart makes the beat slower and more relaxed but moving them closer makes it more intense. Discuss the impact that changing the tempo has on the rhythm.
Activity 1: Making Rhythms	Using <b>slide 7</b> , allow children to work individually or in pairs to experiment with different rhythms.

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Activity 2: Peer Review	Using <b>slide 8</b> , allow children some time to listen to and review each other's rhythms.
Review Success Criteria	Display <b>slide 9</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.



# Lesson 3 – Melody and Pitch

## Aim

- To create a melodic phrase.

## Success Criteria

- Children can show an understanding of melody.
- Children can create a simple melodic pattern using 2Sequence and Busy Beats.
- Children can use a variety of notes, experimenting with pitch.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 4.9 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.

- [Musical Definitions Quiz 2](#)
- [2Sequence](#) - This is found in the Tools area of Purple Mash.
- [Busy Beats](#) - This is found in the Tools area of Purple Mash.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims. Display <b>slide 3</b> and outline the success criteria.
Music Definitions Quiz	Begin the lesson with a <a href="#">quiz</a> on <b>slide 4</b> to recap the children understanding of the terms 'Tempo', 'Rhythm', 'Melody' and 'Pitch'.  You can set this as a 2Do for the children to complete independently or complete it together as a class.
Melody	With <b>slide 5</b> , explain that today we will be looking at melody. Check that the children understand the definition.
Melody on 2Sequence	Using <b>slide 6</b> , open 2Sequence and demonstrate a simple melody for the class to sing back. Clicking the icon will open the app. Start by using one type of instrument – the guitar works well. Allow some children to come to the board and make up their own short melodies, asking another child to hum/sing it back. Explain the differences between tuned and untuned instruments.
Melody on Busy Beats	Look at <b>slide 7</b> . On Busy Beats, under 'synths', drag down all the notes which are the same colour. Play the notes in turn and ask the children what they notice. After feedback, explain that they are all the same note – a G – but some are higher, and some are lower. They are different pitches. The

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	lower the number, the lower the pitch, and the higher the number, the higher the pitch.
Melody on Busy Beats	On Busy Beats, clear the notes, and drag in some random notes, moving them around, and set off the rippers to create a simple melody, recreating something like the image on <b>slide 8</b> . Demonstrate with a range of pitches, and experiment with their positions. Introduce the 'door' rippler.
Synth Board	Using <b>slide 9</b> , go through the different features of the synth board. Demonstrate how to record a short melody to play on loop by clicking on the record button, playing the notes you want, and then clicking stop (you can see this demonstrated in the introduction videos on Busy Beats).
Activity 1: Adding a Melody	Introduce the main activity on <b>slide 10</b> where children experiment with the Busy Beats software to create a range of different melodies. Encourage children to think about creating a variety of different styles and moods. Remind children to save their work at the end of the lesson and allow children to share their melodies.
Activity 2: Extension	Introduce the extension activity with <b>slide 11</b> . Explain that adding the samples E4 and G4 to C4 is creating a basic chord.
Review Success Criteria	Display <b>slide 12</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

# Lesson 4 – Creating Music

## Aim

- To compose a piece of electronic music.

## Success Criteria

- Children can explore and understand how music is created.
- Children can experiment with pitch, rhythm and melody to create a piece of house music on Busy Beats.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 4.9 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.

- [Busy Beats](#) - This is found in the Tools area of Purple Mash.
- [My Music Evaluation sheet](#) - This can be printed off or set as a 2Do for the children.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims. Display <b>slide 3</b> and outline the success criteria.
Music Definitions	Use <b>slides 4 and 5</b> to recap the children's understanding of some the key words from this unit.
Activity 1: Creating Music	With <b>slides 6 and 7</b> , explain to the children that today they will be creating their own pieces of music focussing on both rhythm and melody. Encourage them to make multiple tabs which can be switched between to add different layers to their piece of music.
Activity 2: My Music Evaluation	Introduce the second activity on <b>slide 8</b> where children complete the My Music Evaluation sheet about the piece of music they have created. Allow some children to share their music with the class and answer questions about it.
Review Success Criteria	Display <b>slide 12</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

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# Assessment Guidance

The unit overview for year 4 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	Children can understand the concept of rhythm and tempo. They attempt to create a simple rhythm using within 'Busy Beats' and experiment with the BPM tool (Lesson 1 and 2). Children create a simple composition that considers pitch, rhythm and melody using 'Busy Beats' (Lesson 3 and 4).
Expected	Children distinguish between rhythm and tempo; they are able to create a simple rhythm, experimenting with BPM in 'Busy Beats' (Lesson 2). Children can utilise the tools within Busy Beats to create a melodic phrase experimenting with pitch (Lesson 3). Through experimentation, children can compose a piece of electronic music where they have considered pitch, rhythm and melody, successfully utilising the tools within 'Busy Beats' (Lesson 4).
Exceeding	Children create more complex rhythms. They added additional elements into their composition and utilising BPM aptly within 'Busy Beats' (Lesson 2). Children can form more complex compositions where pitch, rhythm and melody have been considered. They experiment with adding key parts to their compositions to create an intro, chorus and outro. (Lesson 3 and 4).

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