



SUBJECT MEDIUM TERM PLANNING - SUBJECT

Year Group: 2

TERM: Spring 1

Theme: Digital Music

National Curriculum:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Context: - In this unit, pupils will be using a computer to create music. Pupils will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, pupils will share their creations and compare creating music digitally and non-digitally.

Concepts:

Information Technology – developing their understanding of how computers can be used in different ways to create different types of media.

Digital Literacy - developing their knowledge of how to be a safe user when online.

Vocabulary:

- music** – a type of art that can be heard.
- emotions** – how we think and feel on the inside.
- pulse** – the steady beat in music.
- rhythm** – the pattern of long and short sounds in music.
- pitch** – how high or low a sounds is.
- tempo** – how fast or slow the music is.
- instrument** – a device to make musical sounds.
- pattern** – a repeated sequence of sounds.
- note** – the sound used to create music.

<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Pupils use 2Simple (Purple Mash) to compose a piece of music for a villain / hero from a fairytale (FS2, Spring Term) • Pupils should be familiar with how to make choices on a computer / tablet. (Year 1, Autumn 2 – Digital Painting) • Pupils should be able to navigate within an application. (Year 1, Autumn 2 – Digital Painting and Year 1, Summer 2 – Digital Writing) • Pupils should have knowledge of what a pattern is (Year 1 – maths curriculum) 	<p>Future Knowledge:</p> <ul style="list-style-type: none"> • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (KS2) • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (KS2) 	
<p>End points /by the end of this unit pupils will...</p> <ul style="list-style-type: none"> • Be able to describe how music makes me feel • Be able to identify simple differences in pieces of music. • Be able to create a rhythm pattern. • Be able to use a computer to experiment with pitch and duration. • Be able to identify that music is a sequence of notes. • Be able to use a computer to create a musical pattern. • Be able to create music for a purpose. • Be able to save my work. • Be able to retrieve my work. • Be able to say how I made my work better. • Be able to recognise that content online may belong to other people. 	<p>Crucial Knowledge:</p> <p>Pupils need to be able to make appropriate choices within an application for a specific purpose.</p> <p>Pupils need to be able to save and retrieve their work in an efficient way.</p> <p>Pupils need to be able to consider the advantages / disadvantages to creating music digitally compared to non-digitally and their preferences towards each type.</p>	

Lesson Number - 1

<p>Key learning: To say how music makes us feel and explore patterns in music.</p>	<p>Concepts: Information Technology</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify simple differences in pieces of music • I can describe music using adjectives • I can say what I do and don't like about a piece of music • I can create a rhythm pattern • I can play an instrument following a rhythm pattern • I can explain that music is created and played by humans 	<p>Suggested resources:</p> <p>Chromebooks / Ipads</p> <p>Access to 'planets' music</p> <p>Coloured counters</p> <p>Range of un-tuned percussion instruments</p> <p>Chromemusic lab (accessed via chromebooks / Ipads)</p>	<p>Engage:</p> <p>Q – what is your favourite song and why?</p> <p>Discuss pupil's favourite songs / pieces of music and what it is that they enjoy about them. Encourage pupils to say how it makes them feel.</p> <p>Introduce:</p> <p>Share brief information about Gustav Holst and The Planets. Play 2 pieces of music to the pupils (Mars and Venus). Share with a partner anything they notice about the music. See examples below.</p> <ul style="list-style-type: none"> • <i>Mars</i> was very loud, whereas <i>Venus</i> was much quieter • <i>Mars</i> had a marching beat, while <i>Venus</i> was gentler and floaty like a dancer • <i>Mars</i> sounded scary, like a battle scene from a movie or gaming soundtrack • <i>Venus</i> was quiet and relaxing <p>Share a brief explanation about the 2 planets:</p> <ul style="list-style-type: none"> • <i>Mars, the Bringer of War</i> was written about Mars, who is the Roman god of War. • <i>Venus, the Bringer of Peace</i> was written about Venus, who is the Roman goddess of love and beauty. <p>Q – Which piece of music is which? Q – What clues help you?</p> <p>Put up words around the room to describe the 2 pieces of music. As a class, sort the words into 2 groups on the board to describe the 2 pieces of music. (loud, deep, dark, quiet, strong, gentle, smooth, soft, scared, relaxed).</p> <p>Q – can they think of any more words to describe the pieces?</p>

CHECKPOINT

Listen to Holst version of the planet Jupiter. Named after Jupiter, the Roman God of sky and thunder.

Q – How would you describe this piece?

Q – How is it similar / different to the other 2 pieces?

Q – Which of the 3 pieces do you like the most and why?

Q – What is pulse?

A steady beat. This is measured by beats per minute.

Q – What is rhythm?

The pattern of long and short sounds.

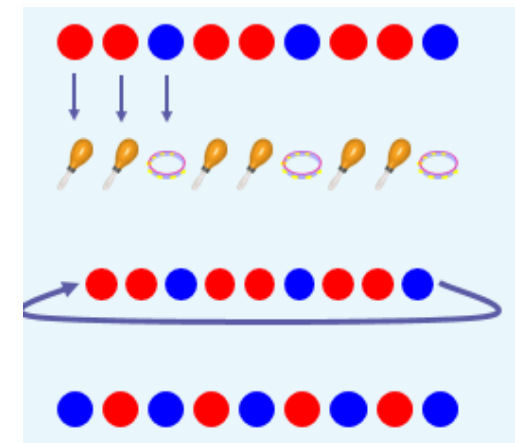
Play BBC bitesize video - <https://www.bbc.co.uk/bitesize/topics/zcbkjcj6/articles/z2mqw6f>

P&C

Tell pupils they are going to be creating patterns and then using those patterns as a rhythm.

Pupils work in pairs using 2 coloured counters and 2 untuned percussion instruments to create their own rhythm.

1. Pairs create a 2 colour pattern using up to 10 counters.
2. They can then play their pattern using their untuned percussion instruments.
3. Play their pattern 2 or 3 times
4. Try a new pattern



NOTE: *If you do not have access to untuned percussion instruments, learners could clap, click their fingers, or tap instead.*

Independent

Explain to pupils that they will be creating different rhythm patterns using a computer this time. Introduce Chrome Music Lab (demonstrate how to google Chrome Music Lab on the chromebooks / Ipads).

Model clicking/tapping on the monkey to get to the Rhythm tool.

Show pupils the bottom section of the screen. Explain that clicking/tapping on a dot will add or remove a shape. Pupils should create a pattern using the shapes, and then press the **play** button to hear what their pattern sounds like.

Once pupils are familiar with those aspects of the application, they can click on the **right arrow**, which will allow them to hear their rhythm pattern played with other instruments.

Allow time for pupils to explore and create rhythm patterns.

Deepen

Once pupils have created a rhythm, ask them to imagine their rhythm is an animal. They can then share their pattern with another set of partners and tell them which animal they thought of and why.

Reflection

Q – Do you prefer making music on a computer or using real instruments?

Q – Which was easier to use? Why?

Vocabulary:

Pattern, rhythm, pulse, music, emotion, feelings

Lesson Number - 2

<p>Key learning: To experiment with sound using a computer</p>	<p>Concepts: Information Technology</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Engage: Recap the composer we looked at last lesson (Holt).</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • I can connect images with sounds • I can use a computer to experiment with pitch • I can relate an idea to a piece of music 	<p>Suggested resources:</p> <p>Chromebooks / Ipads</p> <p>Access to 'planets' music</p> <p>Chromemusic lab (accessed via chromebooks / Ipads)</p>	<p>Introduce some information about “Neptune, the Mystic”. Written about Neptune, the Roman God of the Sea.</p> <p>Q – what do they think the music will be like and why?</p> <p>Introduce:</p> <p>Play the first two minutes of <i>Neptune</i>. Give each pupil a piece of paper and ask them to use any colours of their choice to draw what they hear and how it makes them feel — does the music paint a picture in their mind? To demonstrate this activity, you could draw spiky shapes for loud and high-pitched music, or draw a face to represent an emotion.</p> <p>Invite pupils to share their musical art creations in groups of six, like a gallery. Questions could include:</p> <ul style="list-style-type: none"> • What shapes and patterns have they used? • Are there any similarities in their drawings? • Can we tell what the lines and shapes in their drawings represent? <p>Tell pupils they are now going to use pictures to create music using a computer. Remind pupils how to access Chrome Music Lab. Model opening up the ‘Kandinsky’ page.</p> <p>Model on the board how they can create sounds by drawing shapes and lines.</p>



Model drawing a line near the top and bottom of the screen.

Q – What do you notice?

Q – How do the sounds change?

Q – What does pitch mean? (How high or low a note is)

Explain that you can create sounds using a different pitch depending on how high or low you draw it on the page.

Model drawing circles and triangles.

Q – What do you notice?

Q – How do the sounds change?

P&C

Give pupils time to explore using the Kandinsky page to create sounds.

Once pupils have had time to try out different shapes and pitches, show them the option to change instruments using the 2 colour button at the bottom of the screen. Allow learners time to try out different instruments with their music.

Independent

Ask pupils to choose an object in space (stars, satellites, comets, etc.) to create their own musical composition about. Alternatively, this could be linked to a current class topic / theme.

They will need to combine notes of different pitches using lines and shapes. Refer pupils back to what they learnt about rhythm in the previous lesson if needed.

Tell pupils that they will need to explain why they made the choices that they have made, and how their piece of music is associated with their chosen space object / theme.

****Assessment opportunity – teachers to move around the room asking pupils to explain the choices that they have made.****

Deepening

Ask pupils to share their compositions with the class. Invite the rest of the class to offer their thoughts on which aspect of space each piece of music could represent and why.

Reflection

Use thumbs up (3 – confident), thumbs middle (2 – unsure), thumbs down (1 – not confident) to reflect on the three statements.

- I can connect images with sounds
- I can use a computer to experiment with pitch
- I can relate an idea to a piece of music

Vocabulary:

Pitch, tempo, rhythm, notes

Lesson Number - 3

Key learning:

To use a computer to create a musical pattern.

Concepts:

Information Technology

Lesson structure: Introduction, direct teaching, activities, key questions

Engage:

Recap key vocab words the pupils have learnt so far: Pulse, Rhythm and Pitch (see previous lessons for definitions). Could make this into a game where pupils have to match the definition to the word? Or you make a noise to demonstrate each one and pupils have to guess which words you are demonstrating.

Success Criteria:

- I can identify that music is a sequence of notes
- I can explain how my music can be played in different ways

Suggested resources:

Chromebooks / Ipads

Chromemusic lab (accessed via chromebooks / Ipads)

- I can refine my musical pattern on a computer.

Introduce:

LET'S RECAP

Remind pupils that they have created patterns and played those patterns using an instrument, and that the patterns created rhythms. In this lesson, they will create patterns of notes.

Tell pupils they are going to use Chrome Music Lab to create patterns of notes.

Remind pupils how to access Chrome Music Lab.

Model opening up the 'Song Maker' page.



Model creating a pattern of three notes in Song Maker. Explain to pupils that each coloured block is a note. If they want to remove a note, they can click on the block again.

Demonstrate using the **play** button to play the music.



Show pupils how to add to their patterns. Tell pupils that they should change their patterns carefully and should not rush. They should listen to the changes that they make as they go along.



P&C

Give pupils time to explore creating a musical pattern using 3 notes only.

Once pupils have created a pattern, model how to change the instrument.

Q – How does changing the instrument affect the sound and feel of your music?

Independent

Q – What is tempo?

The tempo is the speed of the music (how fast or slow the pulse is).

Show pupils the 'tempo slider' on Song Maker.

Give pupils time to develop their piece further by changing the tempo.

Once they are happy with their piece, they can share their music with others.

****Assessment opportunity – teachers to question pupils to see if they can explain how they developed their piece.****

Deepening

Show pupils how to save their work in order to access it in a later lesson.

1. Click 'save'.
2. Click 'Copy Link'
3. Open up their Seesaw account.

4. Click on the green add.
5. Click on 'link'.
6. Paste the link
7. Click on the green tick
8. Tick their own name (or names of people on the group)
9. Click on the green tick

NOTE: Some learners may need additional support to copy and paste a link, and to find the shared file or folder. You may wish to provide a help sheet that explains the process.

Reflection

Use thumbs up (3 – confident), thumbs middle (2 – unsure), thumbs down (1 – not confident) to reflect on the three statements.

- I can identify that music is a sequence of notes
- I can explain how my music can be played in different ways
- I can refine my musical pattern on a computer

Vocabulary:

pattern, notes, instrument, tempo

Lesson Number - 4

Key learning:

To create music for a purpose.

Concepts:

Information Technology

Lesson structure: Introduction, direct teaching, activities, key questions

Engage:

Success Criteria:

- I can create a rhythm which represents an animal I've chosen
- I can create my animal's rhythm on a computer

Suggested resources:

Chromebooks / Ipads

Chromemusic lab (accessed via chromebooks / Ipads)

Show a picture of an elephant.

Q – If it had a walking rhythm, what would it be?

Ask a volunteer to demonstrate walking an elephant rhythm. Explain and demonstrate to pupils that you could tap or clap a rhythm similar to an elephant walking.

- I can add a sequence of notes to my rhythm.

Ask pupils to suggest other animals which they could mimic walking or moving and tap or clap out rhythms for those.

Introduce:

Explain that pupils will be creating a rhythm today based on an animal of their choice.

Show pictures of 5 / 6 different animals. Discuss the characteristics of each animal and ask pupils to associate sounds with each animal.

Tell pupils to choose one of these animals.

Tell pupils to think about how their chosen animal moves. Ask learners to try and imagine the rhythm of that movement. Learners should then try (quietly) tapping out their imagined rhythm on a table or the floor.

You could ask a volunteer to come up to the front to tap out their rhythm while everyone guesses what the animal is.

P&C

Remind pupils how to access Chrome Music Lab.
Model opening up the 'Song Maker' page.



Tell pupils that they are going to try and recreate their tapped rhythm in Song Maker. Explain that they are going to create their rhythm first before adding any other sounds to it. Show pupils that the rhythm is created at the bottom of the Song Maker screen.

Demonstrate how to create a rhythm, and how to change the instrument and tempo. Discuss what rhythms may be appropriate for each animal, emphasising that rhythm should be a simple, repeating pattern.

Allow pupils time to create their repeating pattern rhythms.

After pupils have had time to create their rhythm show tell pupils to share their rhythm with a partner. Pupils should discuss the following questions:

Q - What is the tempo of the rhythm (slow or fast)?

Q - Is the rhythm a repeating pattern?

Q - Does the rhythm sound like the chosen animal?

Independent

Remind pupils that they added notes to Song Maker in the previous lesson. Model how to add a simple pattern of notes to the upper part of the Song Maker screen.

Pupils should use no more than three notes, again in a repeating pattern. Pupils should be discouraged from changing the tempo at this stage, as it will also change the tempo of the rhythm that they have already chosen.

Allow pupils time to create a repeating pattern of 3 notes for their animal.

Deepening

Show pupils how to save their work in order to access it in a later lesson.

1. Click 'save'.
2. Click 'Copy Link'
3. Open up their Seesaw account.
4. Click on the green add.
5. Click on 'link'.
6. Paste the link
7. Click on the green tick
8. Tick their own name (or names of people on the group)
9. Click on the green tick

NOTE: *Some learners may need additional support to copy and paste a link, and to find the shared file or folder. You may wish to provide a help sheet that explains the process.*

Reflection

Use thumbs up (3 – confident), thumbs middle (2 – unsure), thumbs down (1 – not confident) to reflect on the three statements.

- I can create a rhythm which represents an animal I've chosen

- I can create my animal's rhythm on a computer
- I can add a sequence of notes to my rhythm

Vocabulary:

Create, emotion, pitch, pulse/beat, tempo, instrument, rhythm, notes

Lesson Number - 5

Key learning:

To review and refine our computer work

Concepts:

Information
Technology
Digital Literacy

Lesson structure: Introduction, direct teaching, activities, key questions

Success Criteria:

- I can review my work
- I can explain how I changed my work
- I can listen to music and describe how it makes me feel.

Suggested resources:

Chromebooks / Ipads

Access to work from the previous lesson (through Seesaw)

Engage:

Discuss the following questions with pupils.

- Q - What does creating music on a computer let you do?
- Q - What can you change?
- Q - How is it different from using instruments?

The key message is that work can be reviewed and changed (edited). Pupils may also talk about being able to access the work on different computers and from different places.

Introduce:

Q – what does 'editing' mean?

Editing means making changes or improvements to a piece of work or creation.

Explain to pupils that they will be editing their work that they created last week to see if they can make it better.

Show pupils how to log in to their Seesaw account and retrieve their work from the previous lesson.

P&C

Give pupils time to listen to their piece of music from last week. Ask them to think about:

Q – What was the animal you chose?

Q – How does your piece of music reflect that animal?

Encourage pupils to think about rhythm, pitch and tempo as they evaluate their work.

NOTE: *This is something that could be done with a partner so that they can support each other in evaluating their work.*

Independent

Remind pupils how to add and remove notes.

Give pupils the opportunity to edit their work. Remind them:

- Make one change at a time.
- Listen to your music after each change.
- Use 'Undo' if you don't like a change.

Once pupils have had time to edit, ask for volunteers to share their work.

Q – Can you identify something that you like about their piece of music? (Encourage pupils to be specific).

Deepening

Remind pupils how to save their work.

1. Click 'save'.
2. Click 'Copy Link'
3. Open up their Seesaw account.
4. Click on the green add.
5. Click on 'link'.

6. Paste the link
7. Click on the green tick
8. Tick their own name (or names of people on the group)
9. Click on the green tick

NOTE: Some learners may need additional support to copy and paste a link, and to find the shared file or folder. You may wish to provide a help sheet that explains the process.

*Assessment opportunity** - If pupils are capable, they could then use the “Record tool” (looks like a microphone) to explain the choices that they have made to create their piece of music and any changes that they made this time round.



Reflection

Complete the Project Evolve Pre-assessment Knowledge Map for Year 2 – Copyright and Ownership.

Vocabulary:
Open, edit, describe, improve

Lesson Number - 6

Key learning:
I can recognise that content on the internet may belong to other people.

Concepts:
Digital Literacy

Engage

- Q – How do you show someone that your work belongs to you?
- Q – If someone’s work isn’t named, can you claim it as yours?
- Q – If I made a copy of your work would it now be my work?

		<p><u>Introduce</u></p> <p>Explain to pupils that it is harder to see who owns work that has been uploaded online.</p> <p>When we uploaded our music to Seesaw this week, how did you show that work belonged to you? (They added it to their own profile on Seesaw).</p> <p>This is not easy to do with everything online.</p> <p>Type into Kiddle a search and show pupils the page of results (ensure this is something you have checked before).</p> <p>Q – Does Kiddle own all the pages of results? (No because Kiddle didn't make all those websites themselves).</p> <p>It can be tricky to identify who owns something online (e.g. a piece of content, a website, an app).</p> <p>Q – Is it okay to claim someone else's online content as your own? (No, it still belongs to someone even if it is not named.)</p> <p>Q – What should you do if you want to use someone else's online content? (Ask permission first)</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> Identify digital content that belongs to them. Describe why content on the internet may belong to others. 	<p>Suggested resources:</p> <p>Project Evolve knowledge map</p> <p>Flipchart</p> <p>Project Evolve resources for “Year 2 – Copyright & Ownership”</p> <p>Ipads</p> <p>QR codes to websites</p>	<p><u>Practise & Consider</u></p> <p>Model on the board following a link to see how you can find content who owns content online.</p> <p>https://www.bbc.co.uk/newsround/65671221</p> <p>The link above is a good example as on each picture it states who the picture belongs to, and at the bottom of the page it says who the article belongs to (2023, BBC).</p> <p><u>Independent</u></p> <p>Scavenger Hunt</p>

Use QR codes for 5 – 10 different websites that are suitable for pupils. Websites need to include a range of different content types (picture, article, blog post, video) where the ownership is displayed.

Pupils work in teams with a bingo card – can they find examples of each content type where the ownership is displayed.

Examples of things to find on the Bingo card: photo (e.g. Newsround credits all their images used in articles), news article, blog post, video, an app (Google Play can be freely explored on a web browser), a song or piece of music.

Deepening

Discuss with pupils how easy (or difficult) it was to identify the owner of content they encountered online. Explain that, although it is not always clear who owns online content, everything is owned by someone (either to an individual or a company) and can only be reused/copied with their permission.

Reflection

Complete knowledge map “assess impact” on the lesson outcome that has been taught to identify impact of learning.

Vocabulary:

Ownership, permission, content