


<p>Timing</p> <p>3 sessions of approximately 45 minutes</p>	<p>Children will</p> <ul style="list-style-type: none"> • Listen to digitally recorded sounds and identify how and why they are made • Record their own sounds and voices • Make musical phrases using digital instruments • Make and record a musical soundscape • Create digital images to enhance their musical soundscape (optional)
<p>e-safety links</p> <ul style="list-style-type: none"> • I select from a list of apps, games and websites that a trusted adult gives me 	<p>Objectives</p> <p>Multimedia</p> <ul style="list-style-type: none"> • I can be creative with different technology tools. • I can use technology to create and present my ideas.
<p>Links to other learning</p> <p>English: give well-structured descriptions, explanations and narratives for different purposes through multimedia activities</p>	
<p>Resources</p> <p>iPad option: Voice Memos app or Music Memos apps GarageBand app Singing Fingers app</p> <p>Laptop/PC option: Plug-in microphone (or TTS Easi-speak if available) Windows Sound Recorder Online Piano Online drumkit Touch Tunes</p>	<p>Preparation</p> <p>Prepare the sound recording of the classroom needed for the first session: record yourself or a colleague making rhythmic noises using the equipment around the classroom – e.g. banging drawers, rustling blinds, humming, sharpening pencils. You can record this using a microphone and the Sound Recorder in Windows, or the Voice Memos/Music Memos app on an iPad. It only needs to be about 30 seconds long, but children should be able to identify some of the sounds in the recording</p> <p>Check that your iPads have the apps installed, and that you are familiar with the basics of GarageBand – this video is helpful https://www.youtube.com/watch?v=pmR15yoeN_o</p> <p>If using PC/laptops, check that you have the Windows Sound Recorder and microphones that will record sound.</p>

	Expectations	Activity	Success Criteria
1	<p>Multimedia</p> <p>I can use technology to create and present my ideas.</p>	<ul style="list-style-type: none"> • Before the lesson, record yourself or a colleague making rhythmic noises using the equipment around the classroom – e.g. banging drawers, rustling blinds, humming, sharpening pencils. You can record this using a microphone and the Sound Recorder in Windows, or the Voice Memos/Music Memos app on an iPad. It only needs to be about 30 seconds long, but children should be able to identify some of the sounds in the recording. • Explain to the children that when you came in to school this morning, you found something new on your iPad/laptop, and you don't know how it got there. Can they help you? • Play the children the recording you have made. What sounds do they think are being made? Where do they think this recording was captured? Take ideas. Children may have their own ideas about who made the recording – a classroom mascot after school? • Ask the children how they think the sounds got onto the iPad/laptop. Take their suggestions, then show them how sounds can be recorded using your device, e.g. a USB microphone plugged in, or the Voice Memos/Music Memos app. • Ask the children why we use an iPad/laptop to record sounds. Explain it is so we can edit them (move the sounds around until we like the effect), save them, and play them back lots of times so we can listen to them in different places. • What can we use to play back the sounds we have recorded? CD player, phone, laptop, online e.g. Spotify. How many of them have listened to music on an iPad, phone or laptop? • Give the children time to record themselves making sounds or speaking on different devices e.g. microphone, iPad (using Music Memos or Singing Fingers), tape recorder. Play them back and listen to the sounds they have made. 	<p>Gold: I can explain how digital sounds are recorded</p> <p>Silver: I can explain why we record sound using technology and how I use digital sound and music in my life</p> <p>Bronze: I can talk about different kinds of digital sounds and music</p>

2	<p>Multimedia</p> <p>I can be creative with different technology tools.</p>	<ul style="list-style-type: none"> • Show the children either the piano on the GarageBand app (iPad) or the online piano and online drumkit here (PC/laptop). • Play notes for the children to hear and let them explore what they can do. • Ask children: how do the sounds of the piano get onto the app or website? Take their thoughts. • Why would you use a computer to play an instrument instead of a real instrument? (computers are more portable; instruments can be delicate) • Ask children to use GarageBand on iPad or the online piano, online drumkit and touch tunes on PC/laptop to experiment with different sounds. • Play back some of their creations. Discuss the choices they made when using the digital sound tools. 	<p>Gold: I can explain how musical instruments can be represented through digital sounds</p> <p>Silver: I can create musical phrases using digital instruments</p> <p>Bronze: I can make sounds using digital instruments</p>
3	<p>Multimedia</p> <p>I can use technology to create and present my ideas</p>	<ul style="list-style-type: none"> • For this session, choose a creative stimulus that supports your Topic or English planning e.g. Rainforests or Africa. • Find a piece of ambient music that reflects your theme, e.g. this rainforest soundscape https://www.youtube.com/watch?v=xC5n8f0fTeE • Ask the children to close their eyes. Imagine you're in the rainforest at night. Darkness is all around you, and all you can sense is the sounds of the environment around you, the hammock beneath you rocking gently, the mosquito net around feeling rough on your skin. • What can you hear? Allow the children time to think, relaxing into the ambient sounds. • When you think they have heard enough of the sounds, ask them to open their eyes and share what they heard. • How could we create a rainforest/African savannah/another environment using what we have learned about making sounds? • In pairs, ask the children to practise just one of the sounds they heard in the rainforest – birds, water rustling. They can use their bodies to make sounds e.g. clapping, stamping, clicking, rubbing, or musical equipment. Give them time to refine their sounds and share them with the class. 	<p>Gold: I can make, record and combine sounds to reflect an imaginary place</p> <p>Silver: I can make and record a sound to reflect an imaginary place</p> <p>Bronze: I can make a sound that might be found in an imaginary place</p>

- How can we record this soundscape? Choose the technique that is appropriate to your learners and resources:
 1. Be the conductor of the class: all sit in their pairs in silence, until you point to them to make their sounds. You can build up the volume, have overlapping sounds, increase the pitch and intensity, then bring the volume down to silence again. Practice, then record using the iPad or Windows Sound Recorder.
 2. Ask children to record their own soundscape: using the suggestions they have heard from others, they can practise other peoples' sounds and plan their soundscape, then record using microphones or iPad. Ask them to consider overlapping sounds, increasing volume and pitch.
 3. Record the individual sounds: ask children to come and record their sounds in pairs using GarageBand or Windows Sound Recorder. You will have a library of sound clips that can be compiled in different ways and layered together.
- Play back the recorded soundscapes to the class and share positive feedback.

Optional:

- Play back the sounds they have made. What pictures do they have in their heads when they hear these sounds?
- Allow children time to draw the images they think of using a technology tool e.g. 2Paint a Picture (PC/laptop), Doodlebuddy (iPad). You could combine the images and sound together using PhotoStory or MovieMaker (PC/laptop) or iMovie (iPad) and share with the class.