Music technology in the primary classroom

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Wednesday 30 June 2021

MEHEM Uprising

Aims of this session

- The value and purpose of using music technologies in primary schools.
- Pedagogical and practical considerations when using music technology to support musical learning.
- Develop confidence in making music using mobile technology.
- Use the comments as a sharing/reviewing tool to support colleagues

Technology literate

Independent learning

Divergent thinking

Communicate

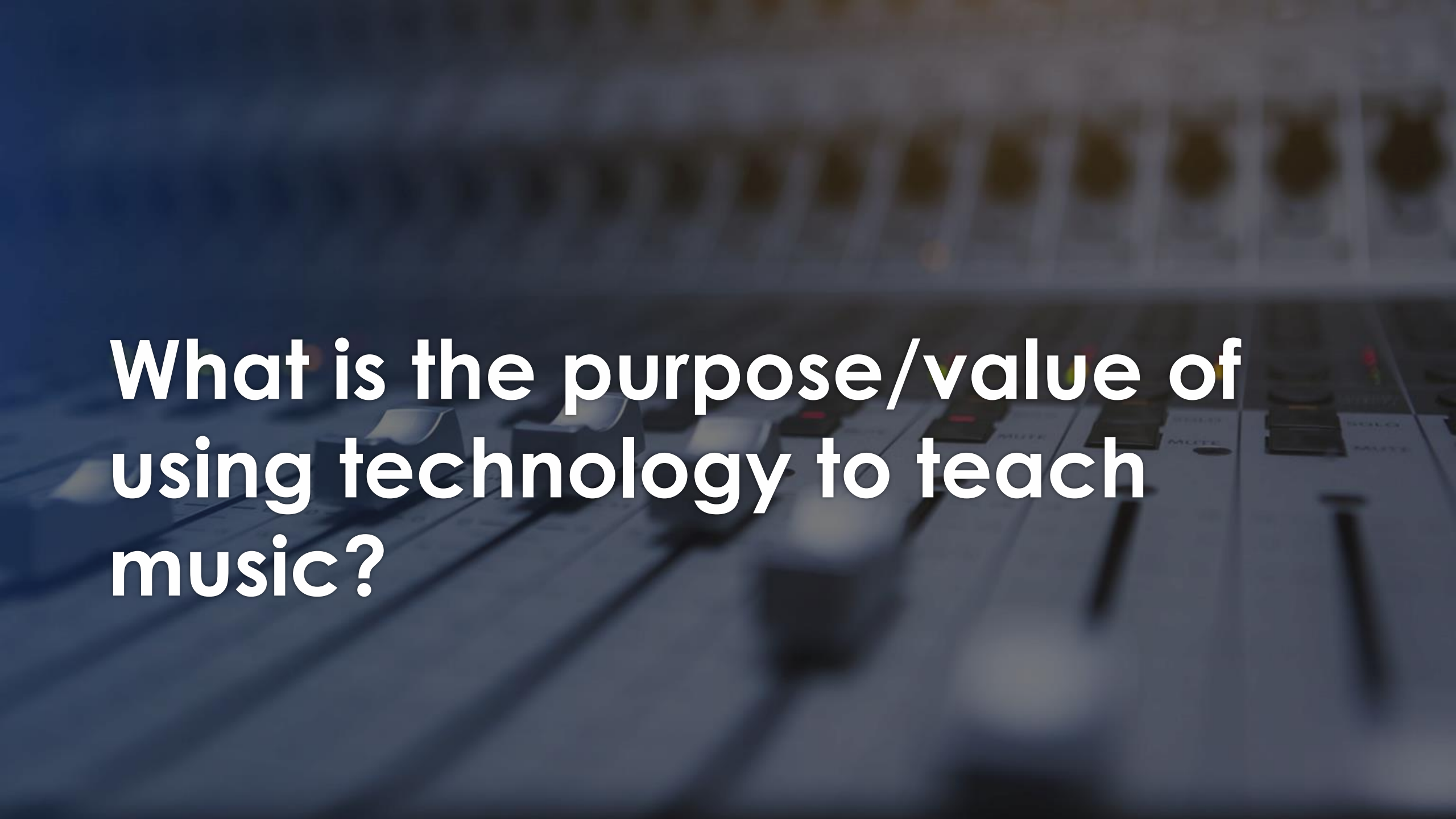
Connect

Creativity

External learning

Collaborate

My experience - Using the iPad as an instrument in musical performances



What is the purpose/value of using technology to teach music?

DfE - National Curriculum (2014)

- Statutory – KS1-3

‘Use technology appropriately’

Music

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Reflective Questions:

- Can we use technology to enhance our vocal work?
- Can technology be used as an instrument?
- Can we access high quality music samples using technology?
- Can we use technology to explore the dimensions of music and create our own music?

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

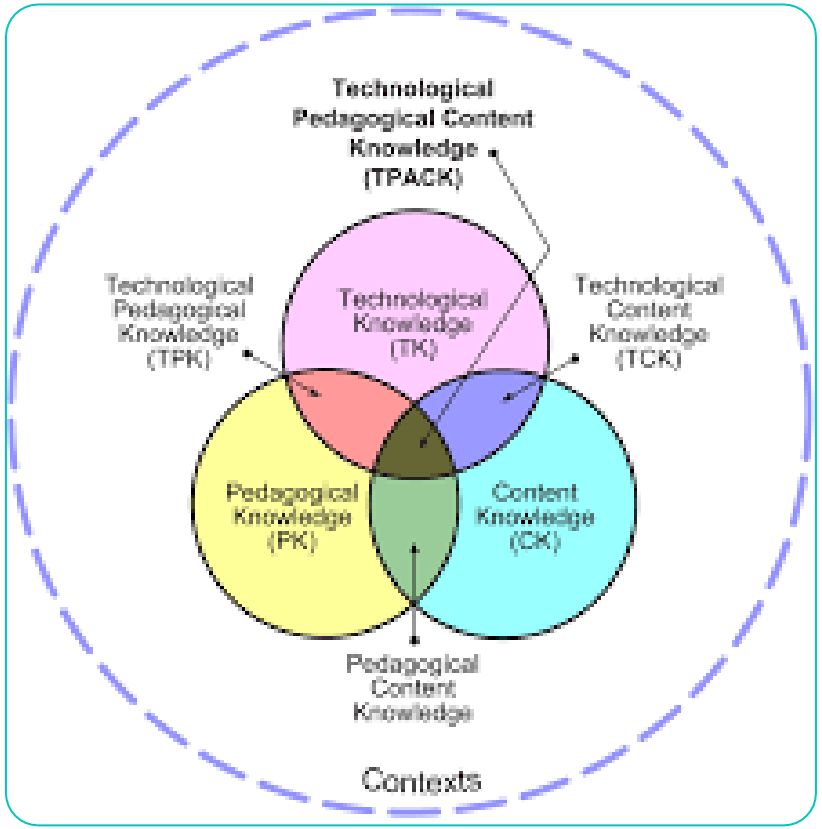
Reflective Questions:

- Can we use technology to play independently, and with others?
- Can we develop improvisation skills using technology?
- Can we develop aural skills and learn about notation?
- Can we interact with a range of music genre using tech?

TPACK –

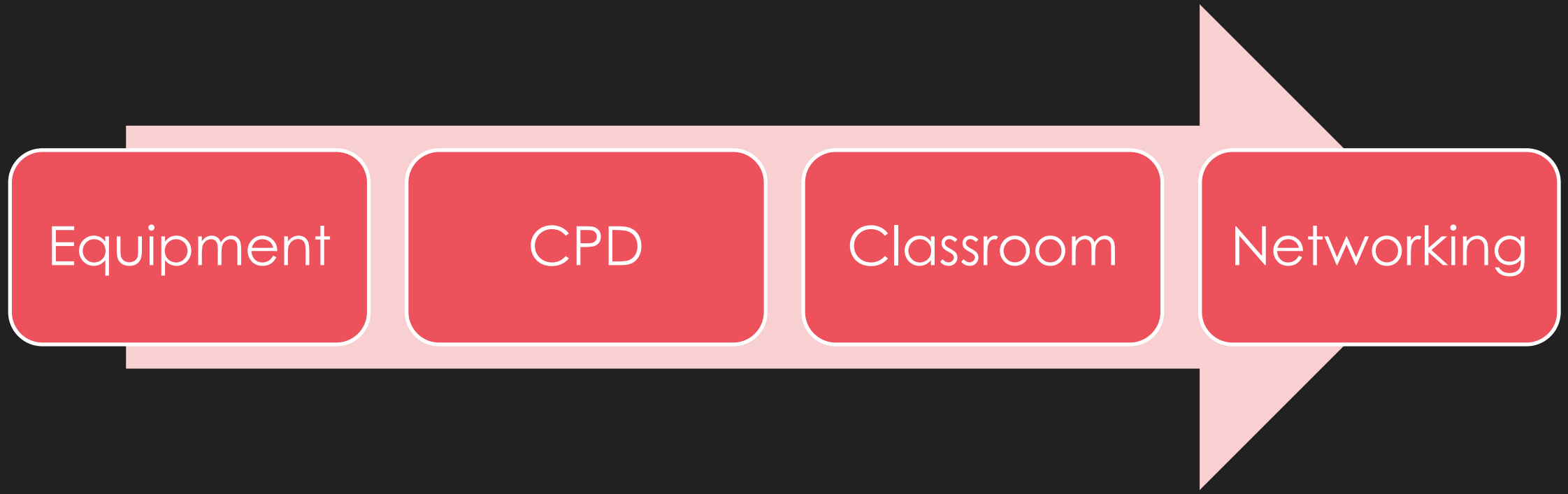
Theory about different types of knowledge needed to effectively use technology in the music classroom

- Technological knowledge
- Content knowledge
- Pedagogical knowledge



Reflection: How is YOUR music technology journey going so far?

4 Stages of technology implementation



Computer or tablet?
What purpose does the technology suit?

SoundTrap

BandLab

Music Technology

PC or Macs?
iPad or Android?

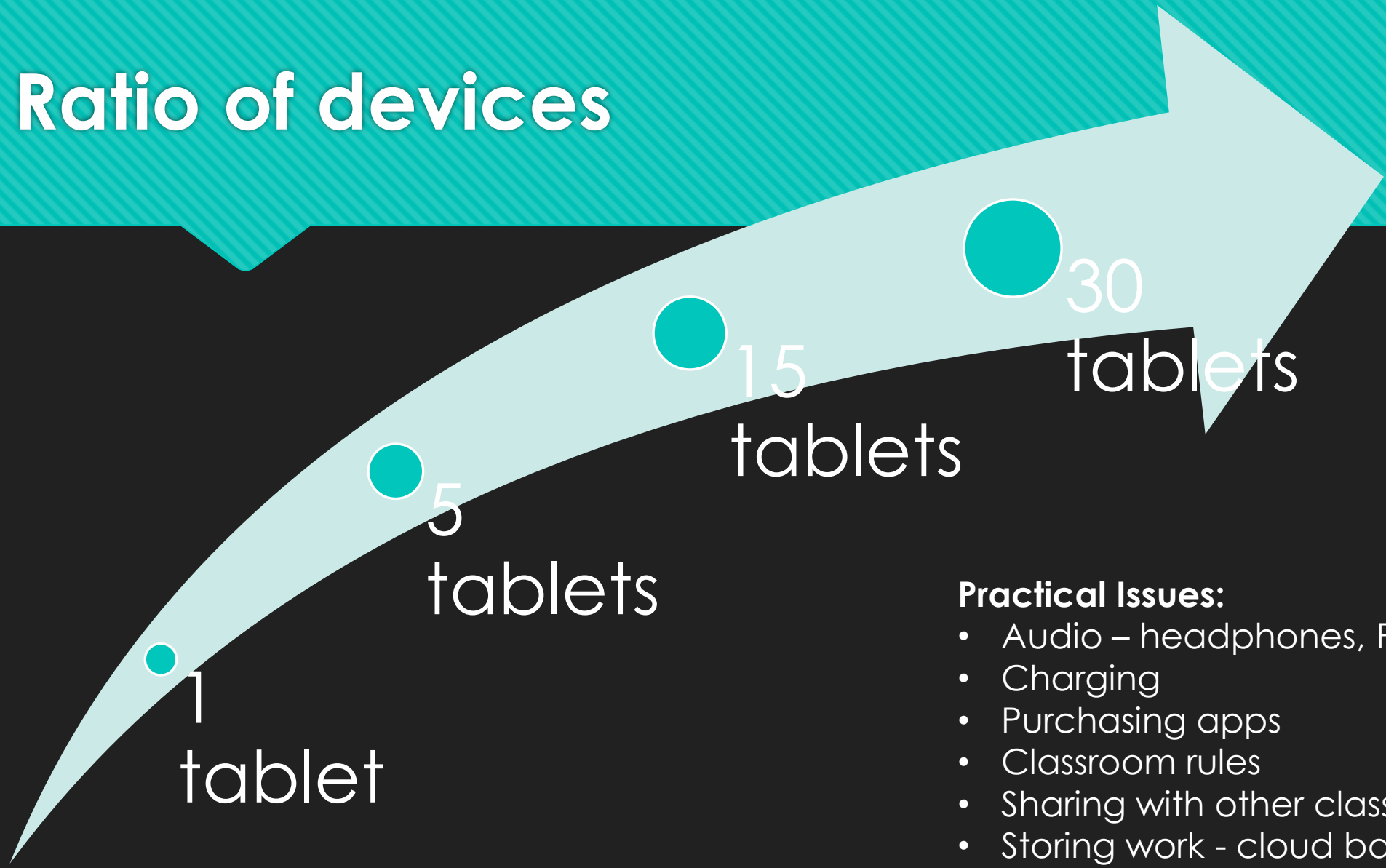
- Bandlab
- Cakewalk (by BandLab) – free
- GarageBand
- Drumbit
- Ableton
- Noteflight
- Flat
- Samplebotapp.com
- Chrome Music Lab
- Sibelius
- Cubase LE
- Logic Pro

Using Tablets to perform live music

- RAH Performance (Video not included in ppt.)
- Accessibility
- Progression in musical learning
- Developing innovative ways of playing music with others

Remember musical ability is not necessarily linked to academic ability. For example, an A* student in maths may play less musically than an F grade student.

Ratio of devices



Practical Issues:

- Audio – headphones, PA
- Charging
- Purchasing apps
- Classroom rules
- Sharing with other classes
- Storing work - cloud based solutions
- Sharing work – audience? Performances, school music blog

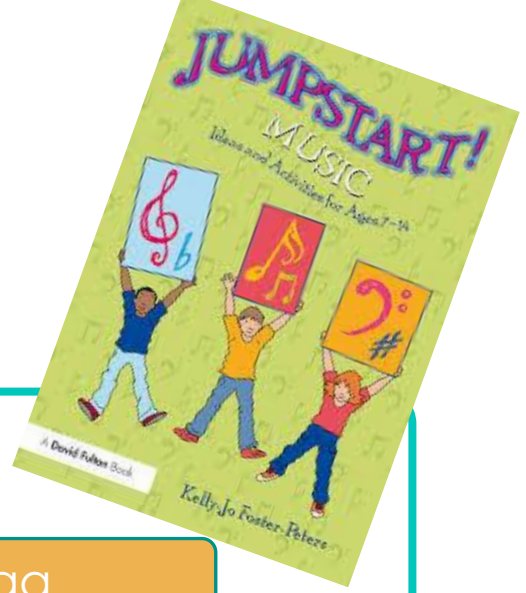
Equipment

- Tablets
- Headphones
- PA / speaker & lead/s
- Cases
- Chargers
- Trolley/bags to carry round school
- App Store cards – To purchase apps/music from the app store
- Tablet stands

CPD

- YOUTUBE – Watch videos of:
  - computer software
  - Individual apps
  - iPad band performances
- Networking – Link with other teachers who are enjoying working with technology
  - Expertise - Local secondary school music teachers
- MEH training courses, specific tailored support
- Apple Store – for devices and Apple only apps
- External courses
- Be open to learning from the children – they are often very tech savvy.

Stimulus – What to teach? How to teach it?



ISM PRIMARY CURRICULUM FRAMEWORK

NATIONAL CURRICULUM

SCHOOL CURRICULUM

MODEL MUSIC CURRICULUM

Music Express

Charanga

Musical Futures

Oak National Academy

BBC 10 Pieces/Bitesize

Primaryresources.co.uk

SingUp

TES Teaching Resources

Using apps to develop music skills

Singing / vocal work

Vocal warm-ups

Swiftscales

Songwriting

Rhymers Block

Songwriters Pro

Yokee

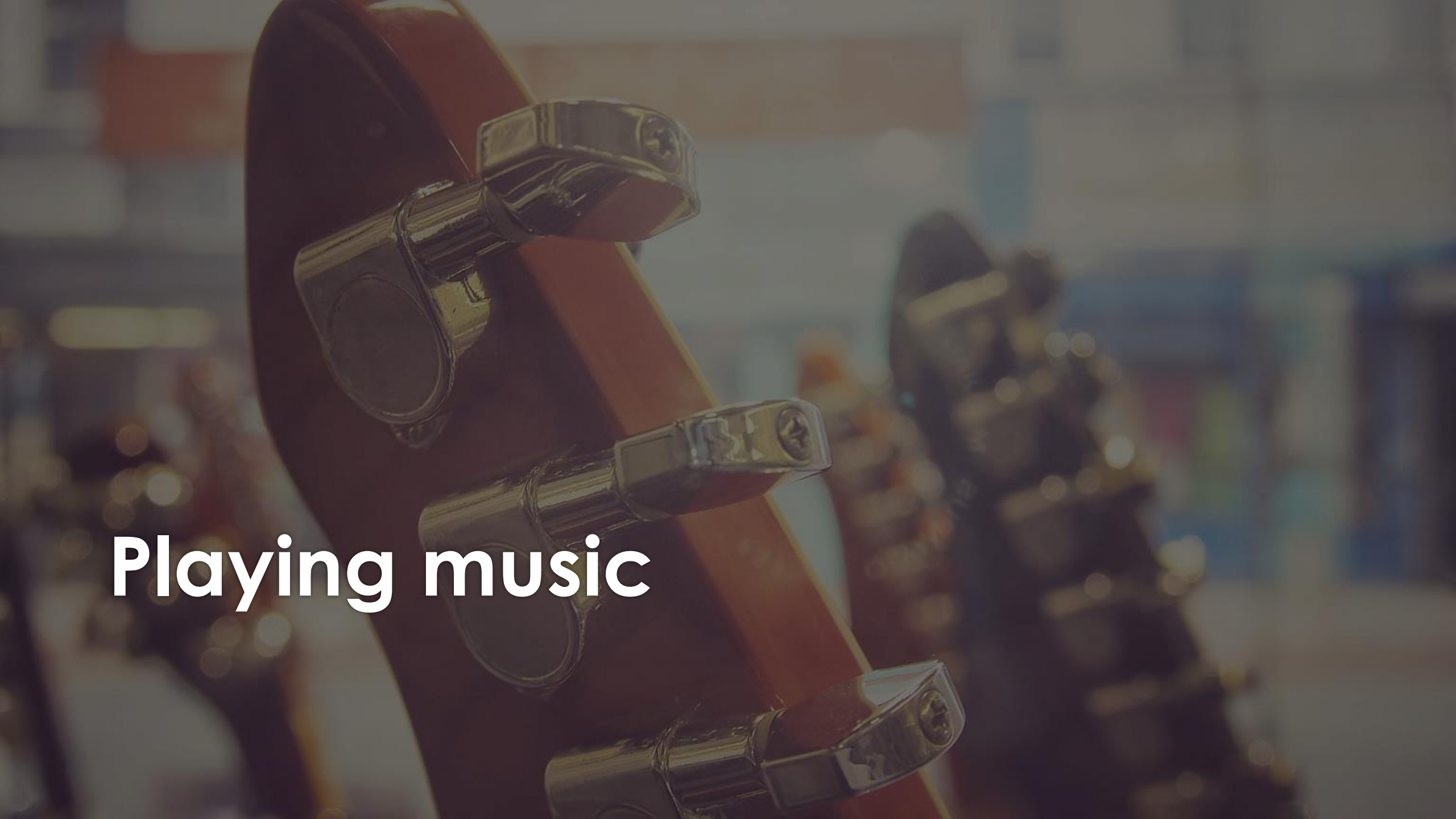
Starmaker

Karaoke apps

Loopy

Improvox

Creative vocal apps


Playing music

Percussion/ Drumbeats

Hand Drums
REAL PERCUSSION: Drum pads
Rhythm Pad
ShakerBox
Real Drum (A)
Drum pad machine (A)

Layering Samples

DubPad

Launchpad

Figure

Chords

Soundprism

GarageBand

Soundprism Electro

Synths

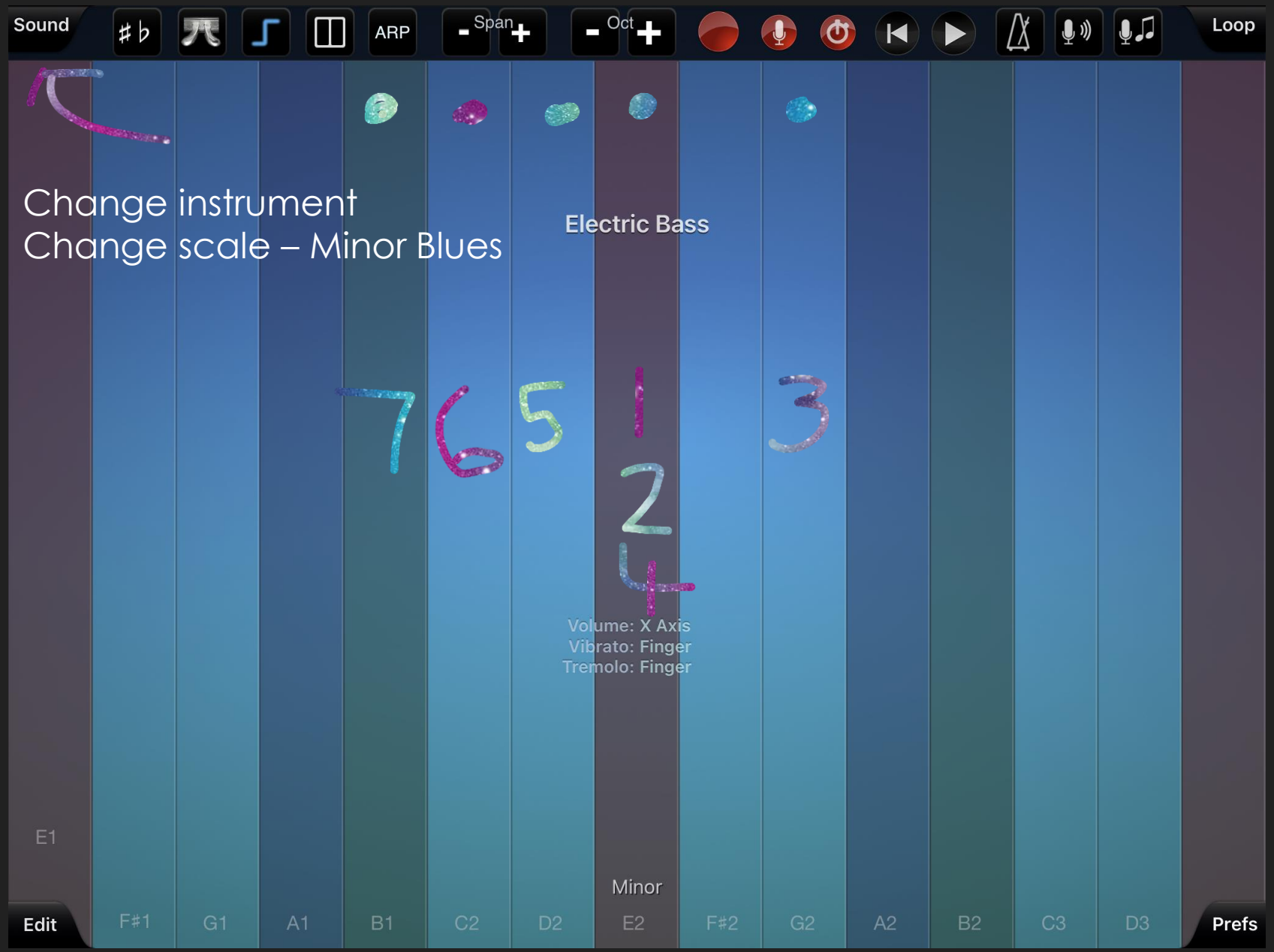
Bebot

Grainscience

Geosynth

Nodebeat

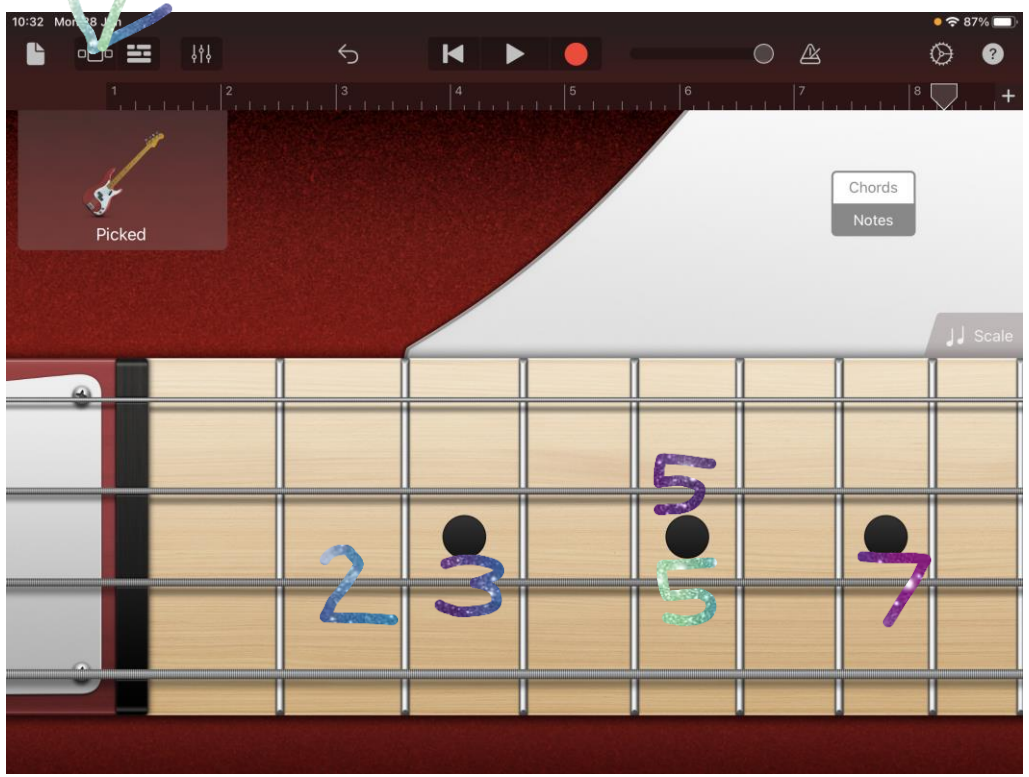
Airvox



Task:
Playing a bass riff

E E G E D C B

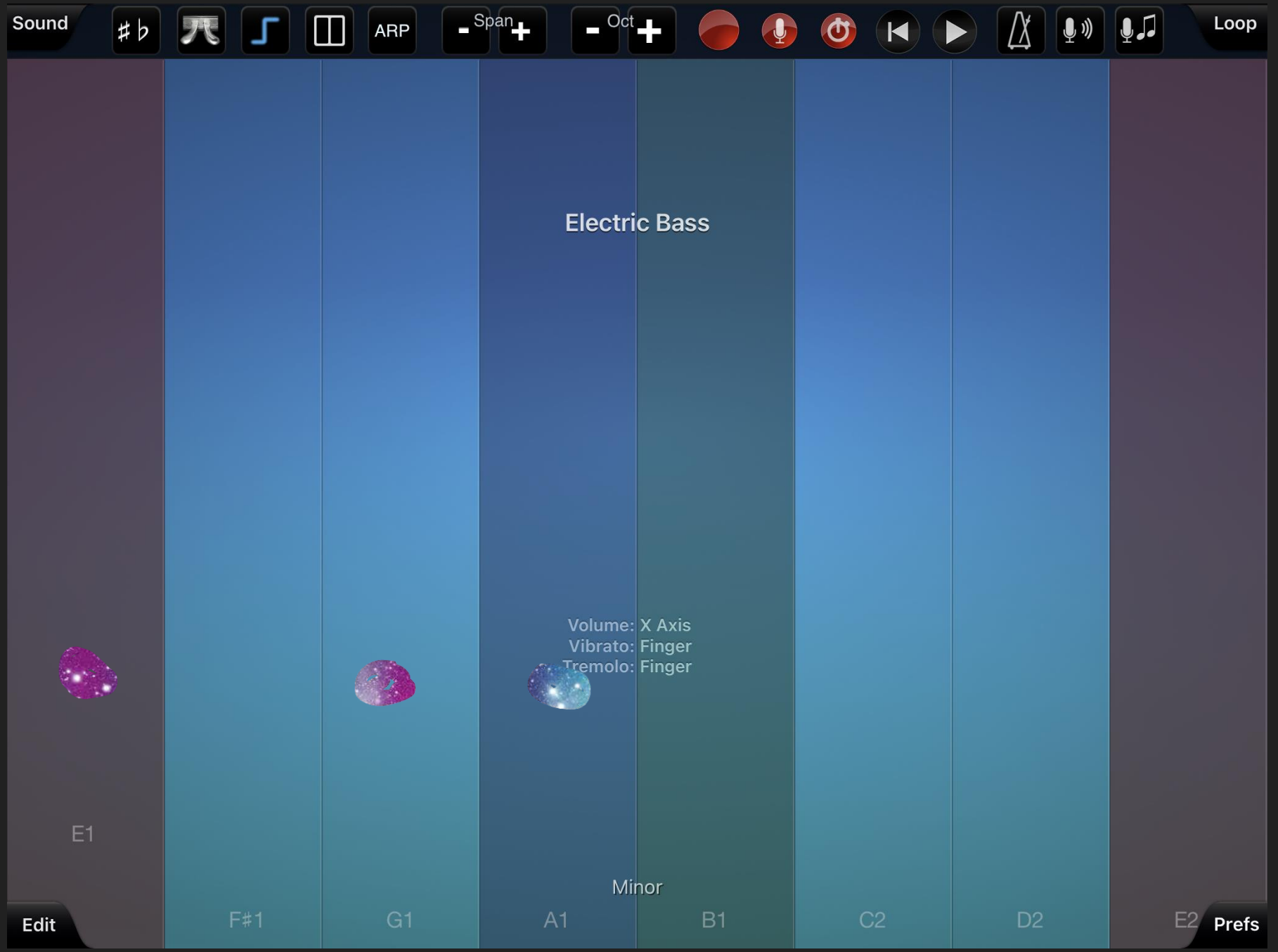
Find bass guitar



Next step: Play in pairs – one keeping beat on drums

Queen,
'Another One Bites the Dust'

E E E E E E G E A



MMC – Year 2 Listening Guidance pieces:

- Bolero – Ravel (Thumbjam – C major, in 3)
- Mars from *The Planets* – Holst (Scale - Blues phrygian, in G)
    - G, D, Db, Ab
- Hound Dog - Elvis Presley (GarageBand – Smart Guitar)

Chords - Harmony

1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Hound Dog,	cryin' all the	time	You ain't nothin' but a
C	C	C	C
Hound Dog,	cryin' all the	time	Well, you ain't
F	F	C	C
Never caught a rabbit and you	Ain't no friend of	Mine.	
G	F	C	C

Hound Dog - Elvis Presley (GarageBand – Smart Guitar)

Composing Music

Composing Chord Sequences – Ternary form - ABA

Section A

1	2	3	4

Section B

1	2	3	4

Extension:

- Add drumbeat
- Add bassline
- Add other instruments
- Writes lyrics

Composing – using samples

Rayman Legends Beatbox

Toc and Roll

Toca Band

Launchpad

Improvising music

Musical sound effects

Collins MUSIC

MUSIC EXPRESS

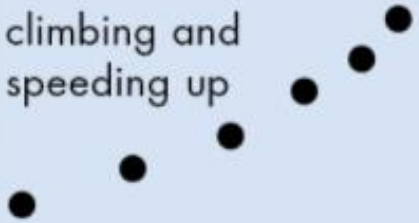
suspended in mid air

bouncing to a stop

sawing

hammering

climbing and speeding up



floating down

dizzy

CRASH!

SHOCK!

walking/running

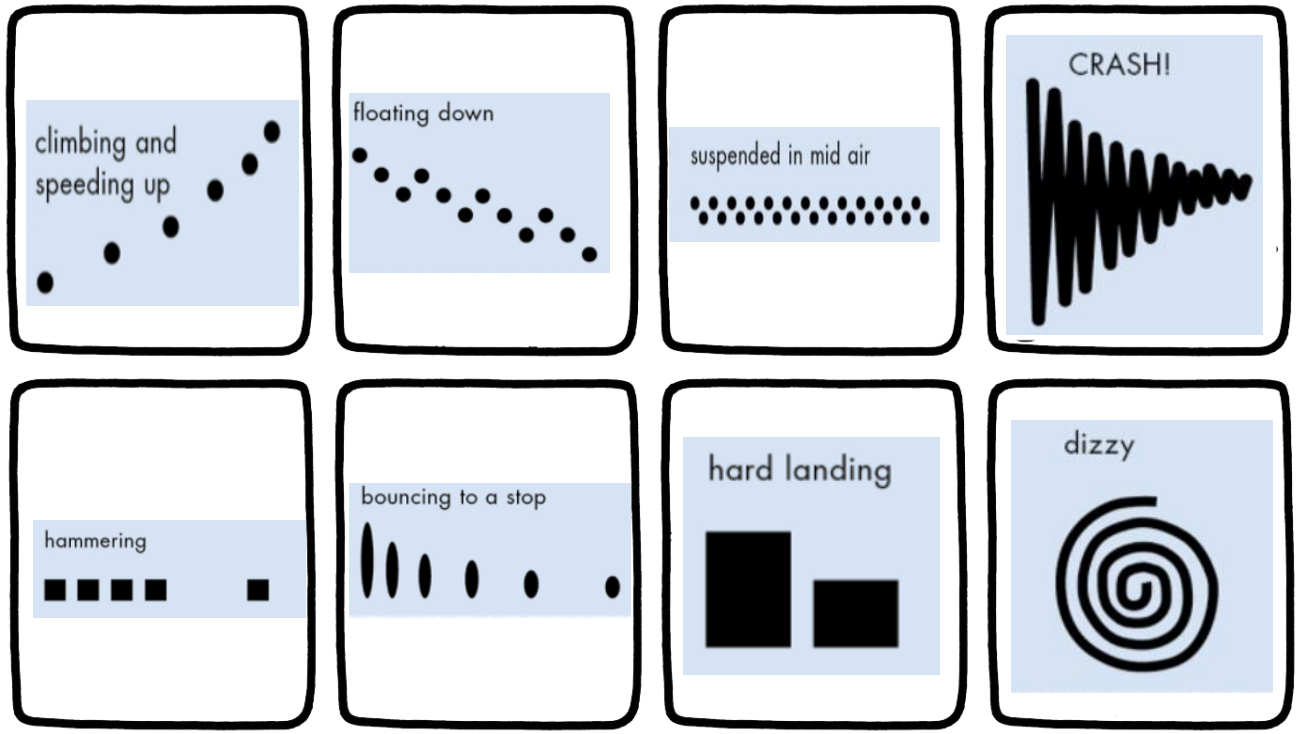
hard landing

going up quickly

MUSIC EXPRESS

Collins MUSIC

Create your own storyboard



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Collins MUSIC

Bloomsbury Primary School timetable

Mon a.m.					Mon p.m.			
Tues a.m.					Tues p.m.			
Wed a.m.					Wed p.m.			
Thurs a.m.					Thurs p.m.			
Fri a.m.					Fri p.m.			

MUSIC EXPRESS

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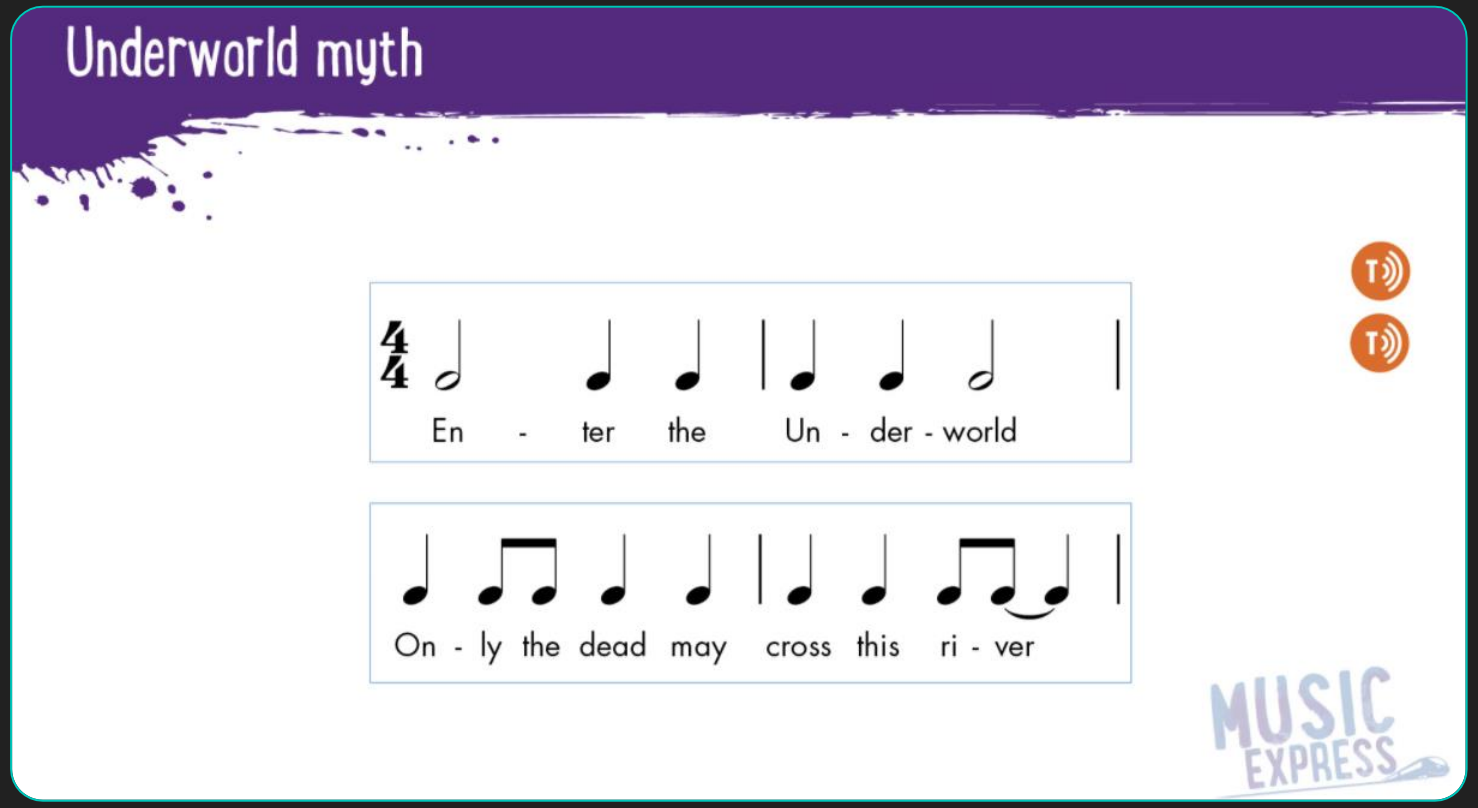
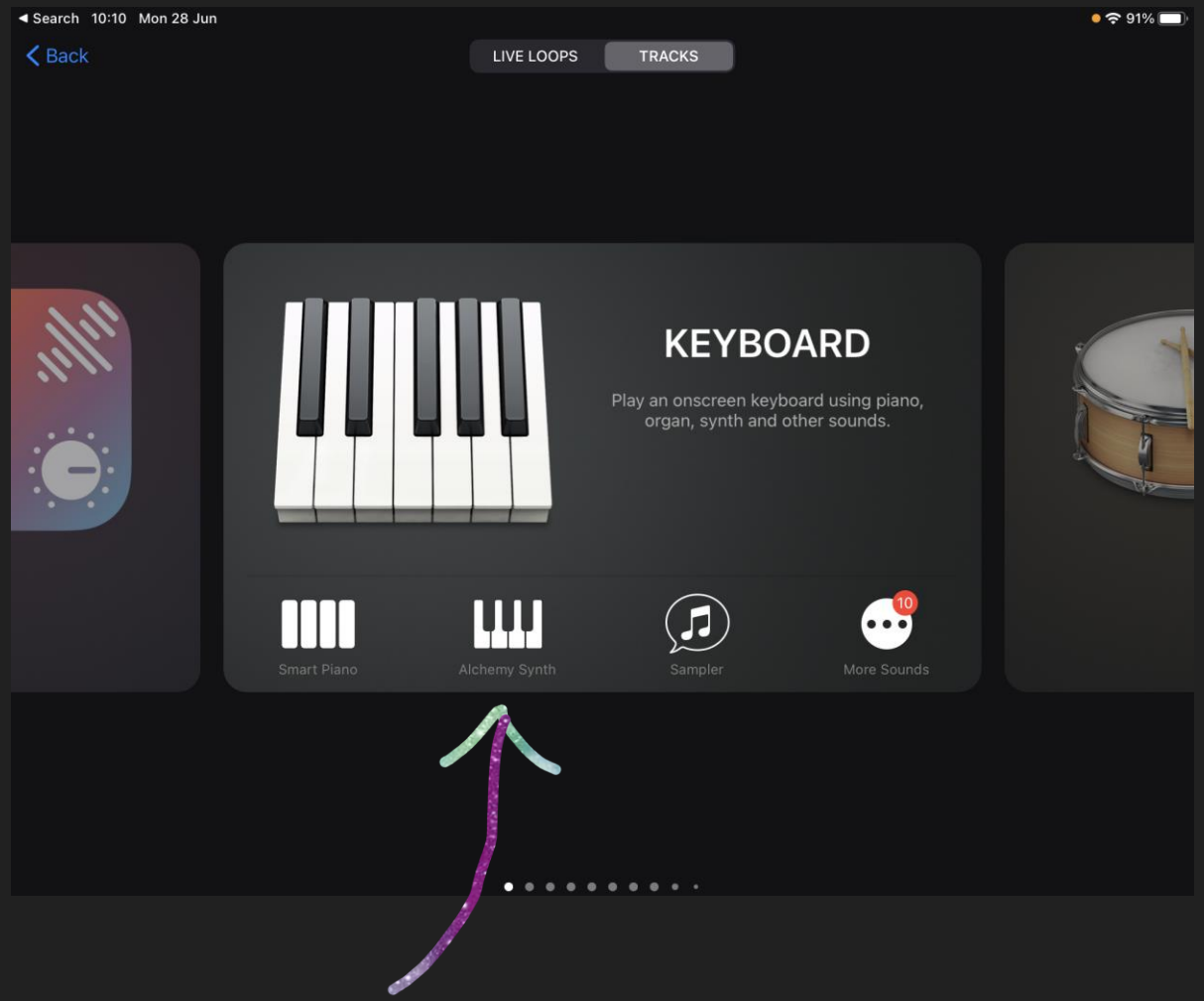
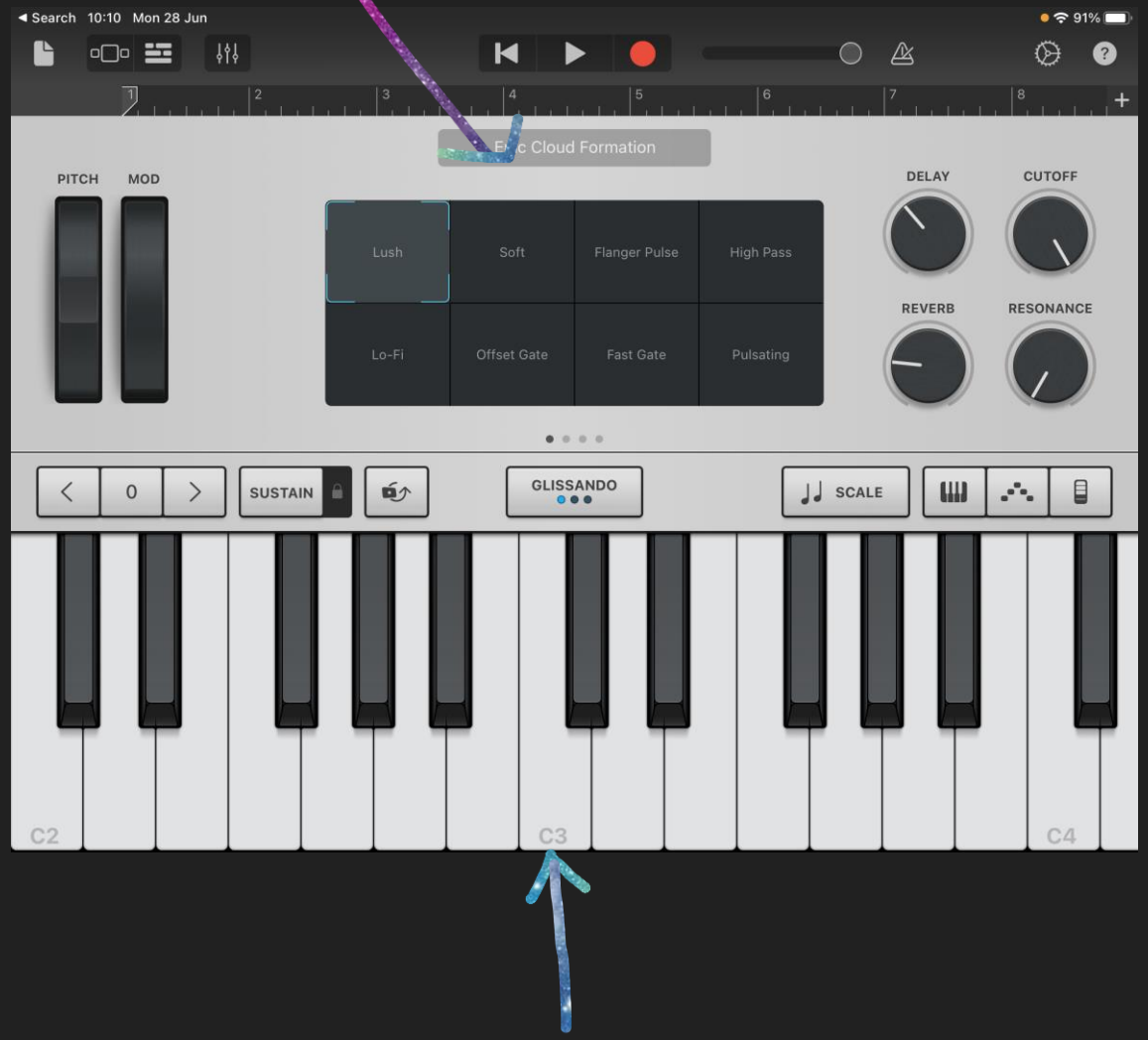
Atmospheric sounds – Alchemy (GarageBand)



Atmospheric sounds apps:

- *Scape*
- *Bloom*
- *GarageBand – Alchemy*
- *Grain Science*
- *Launchpad soundpacks*


Search 10:10 Mon 28 Jun
91%
Back
LIVE LOOPS
TRACKS
KEYBOARD
Play an onscreen keyboard using piano, organ, synth and other sounds.
Smart Piano
Alchemy Synth
Sampler
More Sounds
10


Search 10:10 Mon 28 Jun
91%
Cloud Formation
PITCH
MOD
Lush
Soft
Flanger Pulse
High Pass
Lo-Fi
Offset Gate
Fast Gate
Pulsating
DELAY
CUTOFF
REVERB
RESONANCE
0
SUSTAIN
GLISSANDO
SCALE
C2
C3
C4

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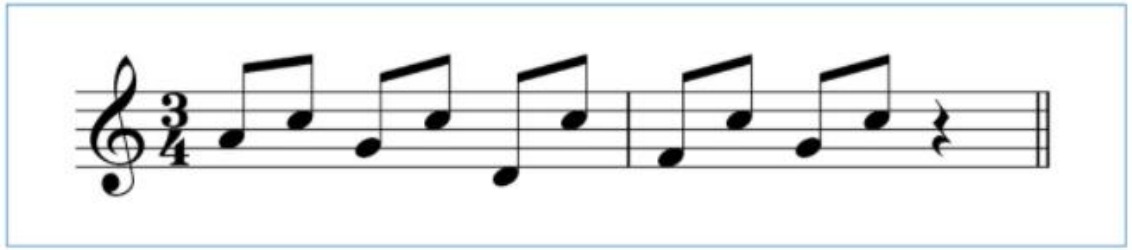
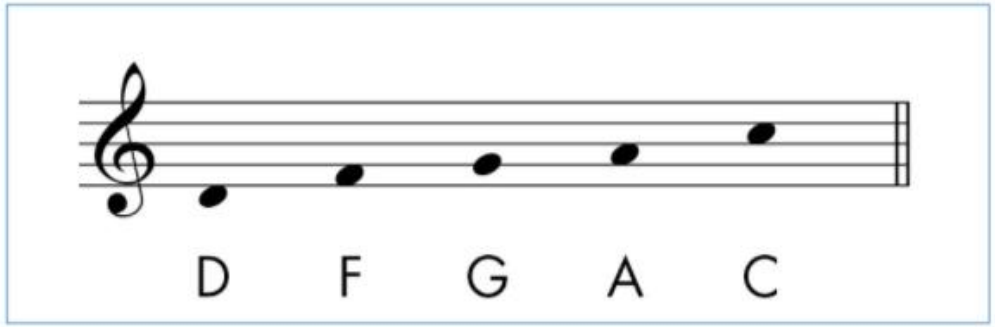
Spinning stars ostinato

MUSIC EXPRESS





MUSIC EXPRESS

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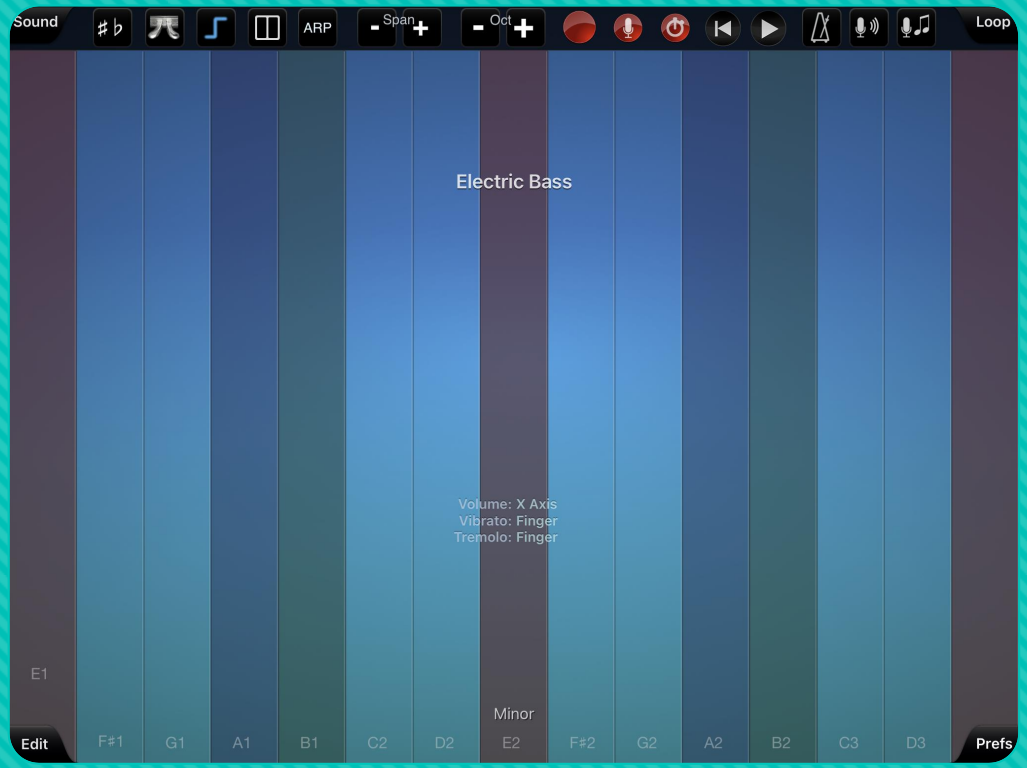
MUSIC EXPRESS

Music Express free trial
link: connect.collins.co.uk

Music Express and the MMC is available here: https://collins.co.uk/pages/primary-primary-music-music-express-model-music-curriculum

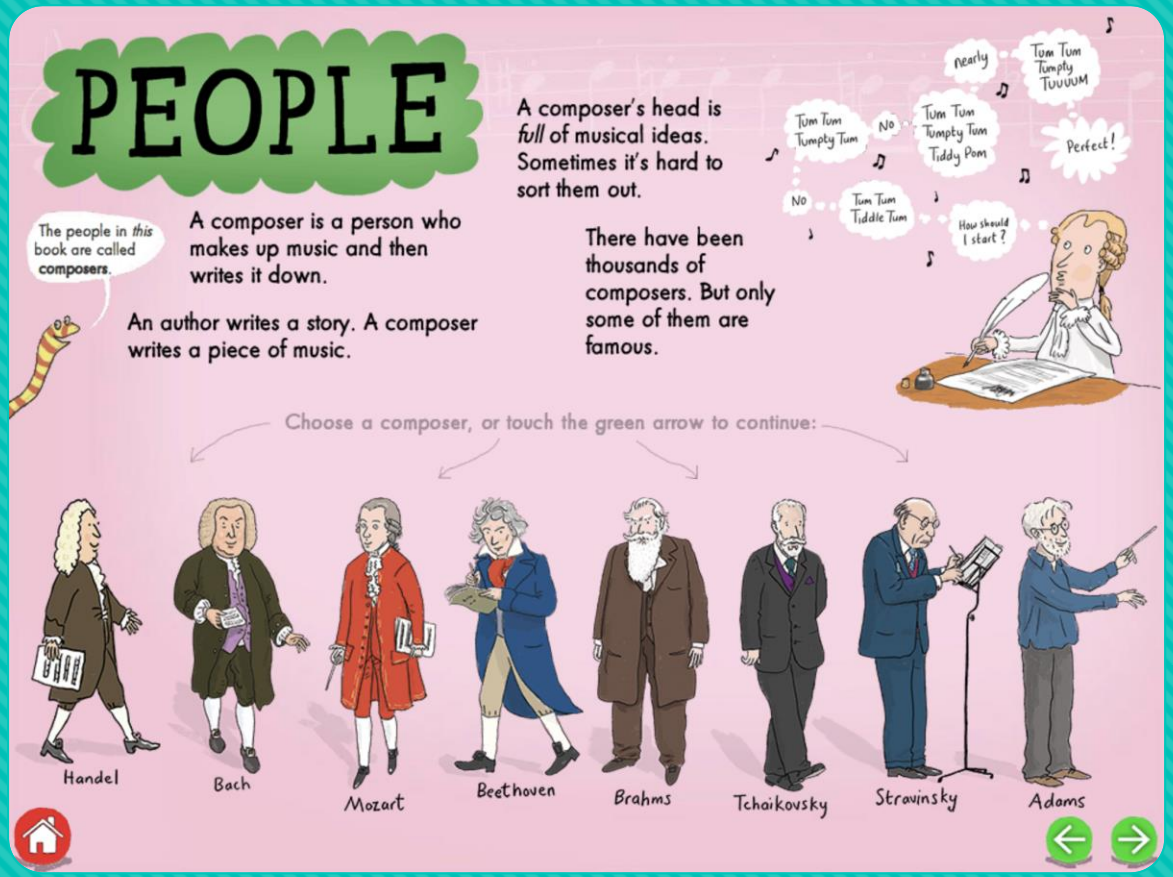


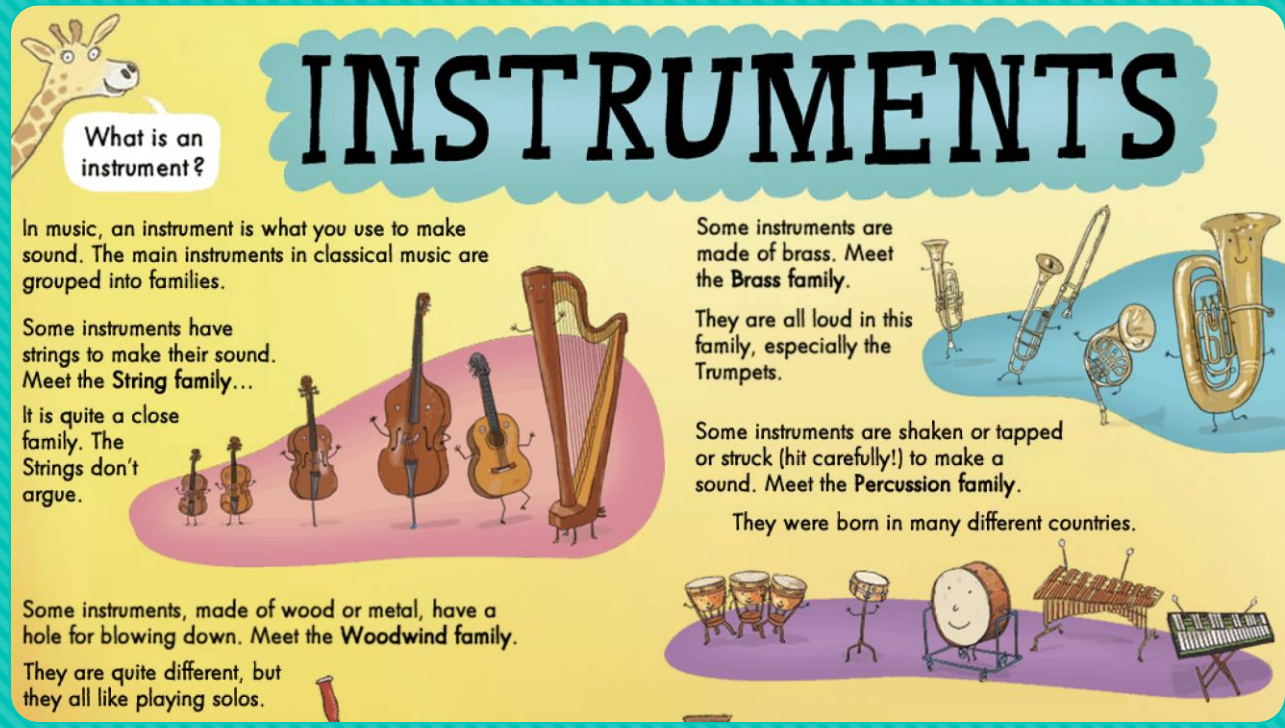
Activity idea: Developing improvisation skills – Indian Raga Fusion

Listening

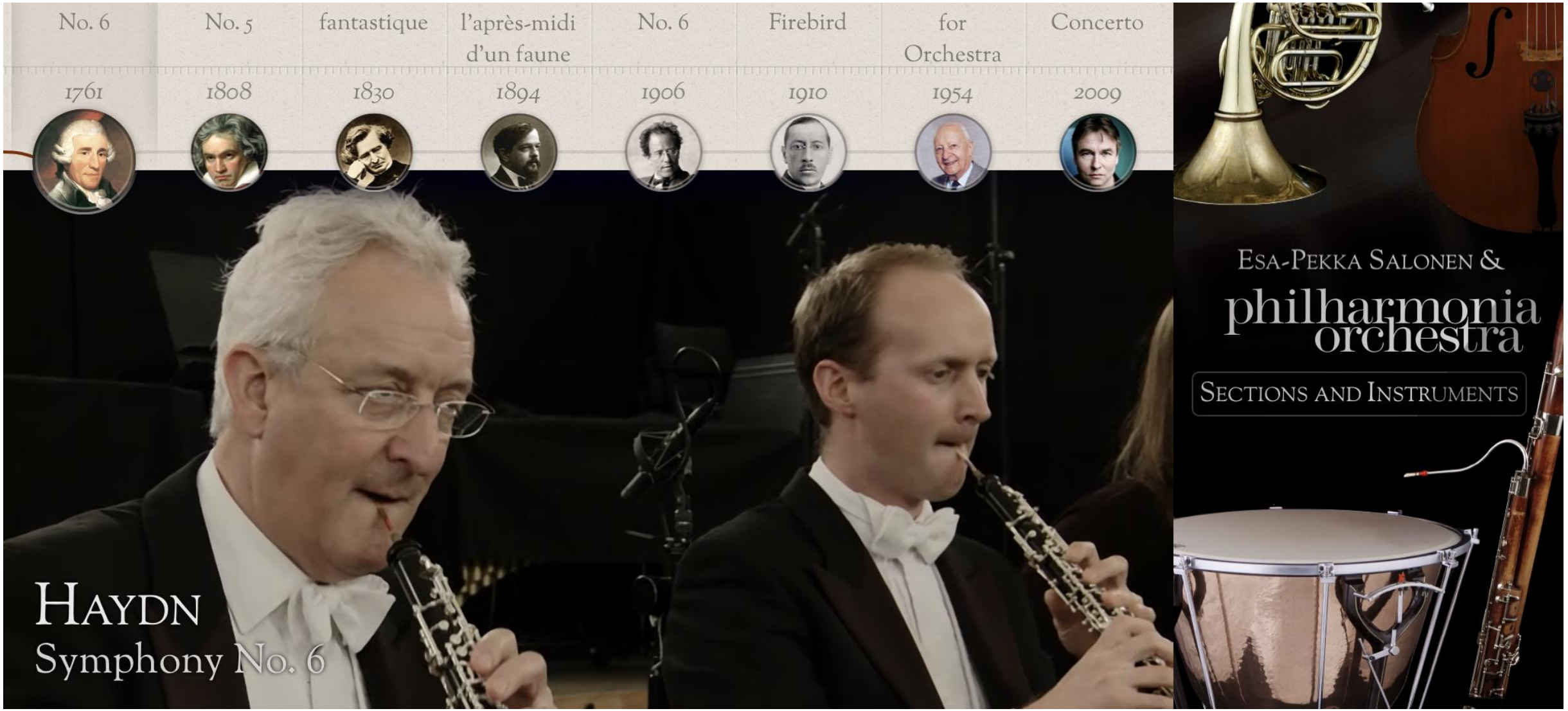
- Carnival of the animals
- Benjamin Britten's Guide

ABRSM Apps



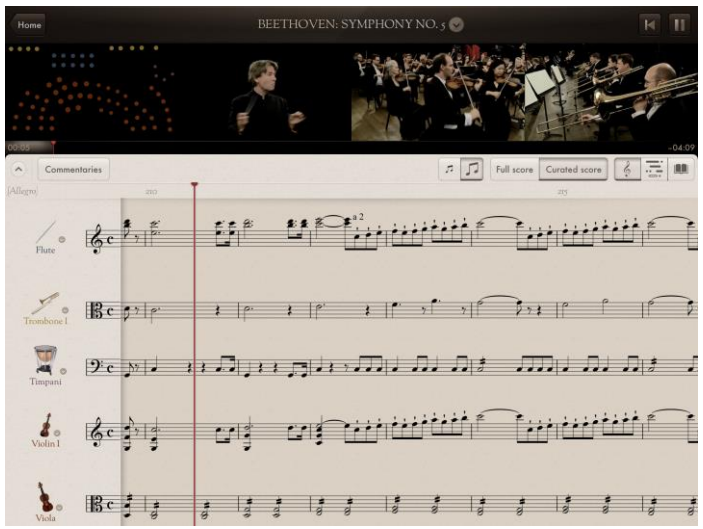


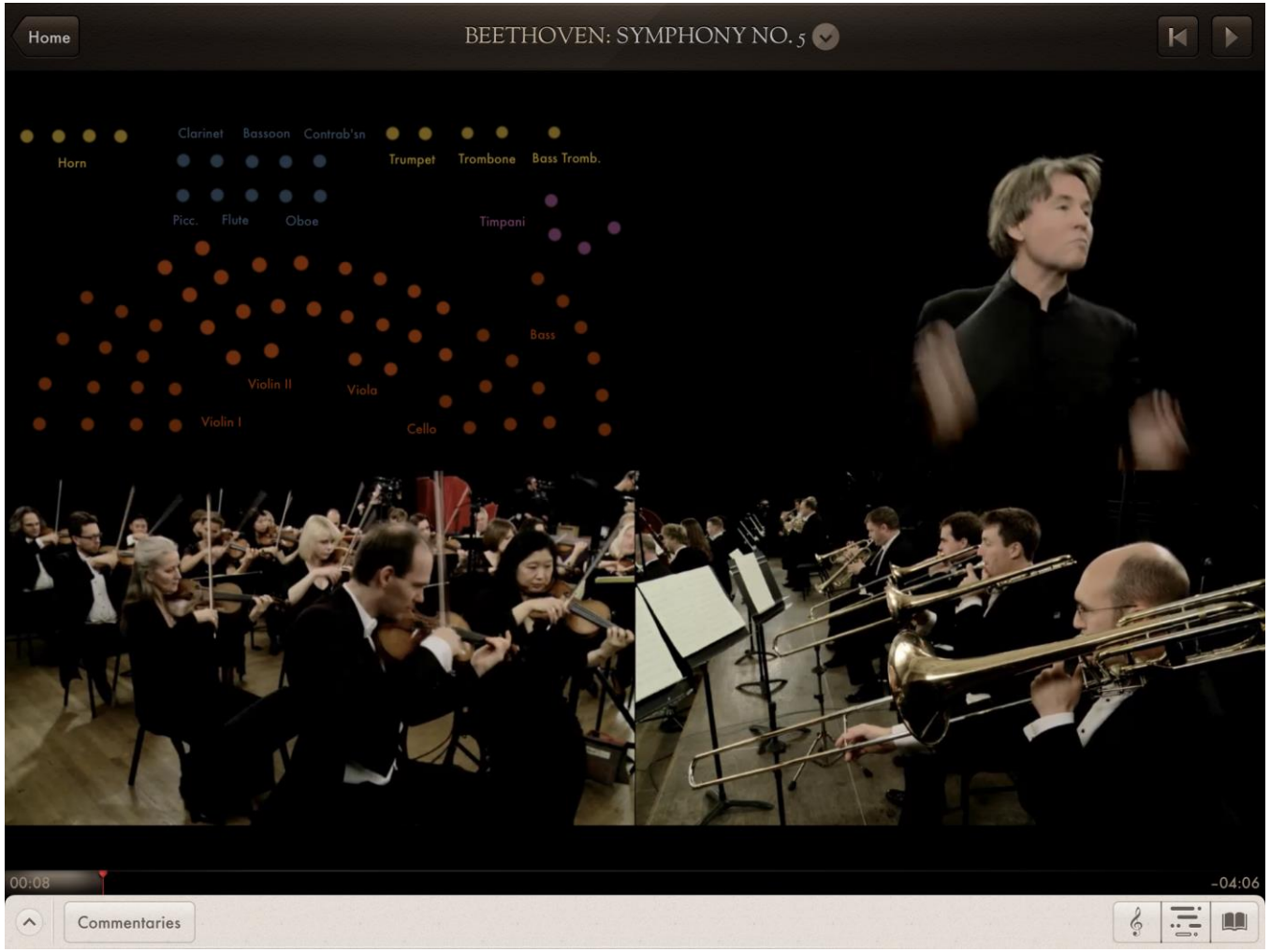
My First Classical Music App – Exploring instruments and timbres/sounds Learning about composers and classical music



The Orchestra app

Home
BEETHOVEN: SYMPHONY NO. 5
Commentaries
Full score
Curated score
Flute
Bassoon
Trombone 1
Violin I
Viola
Bass


Home
BEETHOVEN: SYMPHONY NO. 5
Commentaries
Full score
Curated score
Flute
Trombone 1
Timpani
Violin I
Viola


Home
BEETHOVEN: SYMPHONY NO. 5
Horn
Clarinet
Bassoon
Contrab'sn
Trumpet
Trombone
Bass Tromb.
Picc.
Flute
Oboe
Timpani
Bass
Violin II
Viola
Violin I
Cello
00:08
-04:06
Commentaries

Resources linked to music apps

- Katie Wardrobe – Midnght Music Technology
- iPad Music Teacher – Facebook
- https://gb.abrsm.org/en/exam-support/apps-and-practice-tools/
- Music Express free trial link: connect.collins.co.uk

Thank you for listening

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