

Year Group: 4	Term: Summer 1	Topic: Produce Digital Music
NC Links		
<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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 		
Other Curriculum Links		
Music, Geography (Mexican/Spanish music)		
Topic Overview		
<p>Children will use the Garageband app to produce digital music. Children will need to use their knowledge of computing science to write, sequence and debug various algorithms to achieve this. Children may want to research music or the Garageband app before starting. Copying an already well-known song may also be more suited to children, than creating their own. To begin the unit Children could use Incredibox and/or Chrome music, online music sites to introduce the topic of making music digitally and the link it has to computing science i.e. algorithms and debugging etc.</p>		
Links to Rights Respecting		
<p>Article 17 - Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.</p> <p>Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.</p>		
Links to North East Ambition		
<p>Children will look at different careers within computing and how the subject is evolving every day. Teachers can reference jobs/companies that are recognised globally (apple, Microsoft etc.) or locally (Sunderland Nissan, Newcastle University, CAS). Jobs may include: Engineer, Game Designer, Cyber Crime Officer, Photographer, Video Animator, Office Worker etc.</p> <p>GATSBY BENCHMARK 3 GATSBY BENCHMARK 4 GATSBY BENCHMARK 5</p>		

Possible Visits/Visitors

Essential Subject Skills to be covered

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.

Overall Learning Outcomes

Children should learn how to use a range of features using the *Garageband* app and feel comfortable in editing/debugging their music. Children should be able to control what instruments are being used, their duration, volume and frequency (will any instruments loop). Children may also be able to offer peer assessment of others work and give constructive feedback, as to how work could be improved either by using different features on the app or debugging current work.

Learning Intentions (for use in self assessment at end of topic)

- I can create a piece of digital music
- I can add different instruments to a piece of digital music
- I can control the volume of instruments
- I can specify when instruments will be played
- I can control the length of how long an instrument will be played
- I can add a loop to a section of a song or instrument
- I can change the notes being played
- I can debug my music so it is correct
- I can assess my own and others work and offer feedback

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Possible Activities		
<ul style="list-style-type: none">• Replicate music using Garageband• Create own music using Garageband• https://www.tes.com/teaching-resource/how-to-use-garage-band-11065541		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none">• Save work on Garageband app		

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Assessment			
<p>Ongoing assessment from guided activities, observations, discussions, questioning and work evidence. A suggested activity is:</p> <ul style="list-style-type: none"> End of unit music track created showing use of different skills 			
	x.1	x.2	x.3
Control	Is starting to use IF THEN conditions to control events or objects.	Use IF THEN conditions to control events or objects.	Can accurately and independently use IF THEN conditions to control events or objects.
Sounds	Create and edit some sounds. Beginning to control when they are heard, their volume, duration and rests.	Create and edit sounds. Control when they are heard, their volume, duration and rests.	Create and edit multiple sounds. Accurately control when they are heard, their volume, duration and rests.
Events	Specify conditions to trigger some events.	Specify conditions to trigger events.	Specify conditions to trigger multiple events.
Variables and lists	Use some variables to store a value.	Use variables to store a value.	Use a range of variables to store a value.
Variables and lists	Can sometimes use the functions define, set, change, show and hide to control the variables.	Use the functions define, set, change, show and hide to control the variables.	Accurately and independently use the functions define, set, change, show and hide to control the variables.