Year 4 Computing

Spring 1: We Are Musicians (Creating a piece of music in GarageBand))

Session	National. Curriculum Statement	WALT	Learning Outcomes (Success Criteria)	Resources	Vocabulary
Subject Cultural Capital = Using & Applying computing knowledge to solve problems **Differentiation** = please see the differentiation for the EXC EM & SEND (Please see SEND pupils IEPs when planning) **Minimum expectations to check for understanding during lessons** = targeted questioning / mini whiteboards/ peer talk /thumb signs **Long term memory skill development strategy** = LAST, LAST, LAST linked to the WALT **Literacy & Numeracy skills development** = ICT vocabulary bank linked to the WALT & include numeracy skills where they are linked to the WALT in the weekly planning					
On Line Safety: Pupils need to think about copyright when sourcing audio or publishing their own compositions. They are encouraged to use Creative Commons licensed content if working with others' audio files. There is an opportunity to discuss how copyright relates to music performed in school as well as illegal downloading and sharing of copyrighted music.					
1. Building a percussion sequence	Be discerning in evaluating digital content.	To recall earlier work on creating a percussion loop	Children can create a repeating sequence using percussion instruments and digital resources. Children can change the instruments used. Children can modify their rhythm and record.	Garageband iPads Headphones Musical Instruments	Beat sequencer Piano roll
2. Experimenting with the touch instruments	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Be discerning in evaluating digital content.	To experiment with the touch instruments	Children can change the volume of notes being played on a digital keyboard. Children can experiment with different instruments, record and edit music.	Garageband iPads Headphones Musical Instruments	Velocity voices

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3. Creating a tune in a piano roll view	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Be discerning in evaluating digital content. 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.	To create a tune in a piano roll view	Children recognise music written in traditional stave notation. Children recognise how pitch and duration are written. Children can transcribe stave notation into Garageband. Children can add accompaniment to their song.	Garageband iPads Headphones Musical Instruments	Voices stave Piano roll Touch instruments
4. Experimenting with live loops	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Be discerning in evaluating digital content. 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.	To create a piece of music using live loops	Children can use loops to add to their tunes- adding percussion and changing instruments. Children work together to record a piece of music.	Garageband iPads Headphones Musical Instruments	Live loops Tracks Touch instruments Beat sequencer Piano roll
5. Creating a multi-track composition	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Be discerning in evaluating digital content. 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.	To create a multi-track composition in GarageBand	Pupils can create an original piece of music in GarageBand.	Garageband iPads Headphones Musical Instruments	Live loops Piano roll Touch instruments Beat sequencer

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6. Refining and performing	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Be discerning in evaluating digital content. 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.	To refine and perform a piece of music	Children can listen to, evaluate and make changes to music recorded. Children can change settings to change the volume or to add effects. Children give constructive feedback to each other.	Garageband iPads Headphones Musical Instruments	Live loops tracks