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| --- | --- | --- | --- |
| Learning Objective | Musical elements | Instrument focus | Learning Outcomes…Children can |
| *Create a composition**using rhythmic,**harmonic and melodic**loops.**Export it to Soundcloud* | Texture, listening | Pre- recorded samples | Combine pre-recorded loops Identify rhythmic, harmonic and melodic loops that ‘fit’ togetherSave and export work |
| *Create contrasting keyboard**melodies* | Pitch, timbre | Keyboard, Arpeggiator | Locate the notes of the C major scale on the keyboardChoose a keyboard timbre that compliments the compositionCreate a melody using an arpeggiator .  |
| *Use improvised musical**phrases to construct**solos.* | Improvisation, structure, dynamics | Bass, Guitar | Understand and employ ‘tension & release’ Record a bassline with three contrasting textures. Record a melodic improvisation using a major pentatonic scale |
| *Create and record lyrics**on a chosen theme* | Singing, tempo | Voice recorder | Develop an initial thematic idea into a complete lyricUnderstand the ‘beats -per-minute ( *bmp*) measurementChoose a tempo based on an original lyric |
| *Create and record an**arrangement for the**composition.* | Structure, texture tempo, timbre | Effects processors | Create an arrangement using a visual scoreMove, duplicate and edit individual loopsRecord a live performanceExplore audio effects (FX) |
| *Review, refine and**record a final version of**the composition.* | Dynamics, evaluation of performance  |  | Edit and improve own workEvaluate a recording using vocabulary developed over the course of theproject Give and respond to constructive peer feedback  |

**Composing using Ipads ‘Garageband’ – Medium Term plan Milton Keynes Music Faculty**

**Emily Forrester**

**Emerging**

**Some children will be able to:**

* Select a sound
* Play a series of notes
* Explore the pitch and movement of notes
* Improvise within 4 beats
* Alter the tempo of their work
* Record their work
* Perform their work

**Achieving**

**Some children will be able to:**

* Select instruments with purpose and give reasons for their choice
* Select contrasting rhythmic patterns that compliment each other
* Add effects to their sounds
* Think about the overall structure of the piece (e.g. beginning, middle and end)
* Select a tempo and record with awareness of beat/metre
* Perform and revise their work
* Comment on their work and the work of others’

**Exceeding**

**Some children will be able to:**

* Select sounds with awareness of timbre
* Arrange the sounds with awareness of the texture they create
* Discover new functions to improve their work
* Compose with a clear structure
* Draw on personal musical experience and use it to improve their work
* Act as ‘DJ’ to perform their work altering dynamics/tempo/texture within the performance