**I pad projects: Blocs Wave**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Intentions**  Children learn… | **Vocabulary**  Children will need to explore/know/know about… | **Resources** | **Learning Outcomes**  Children can… |
| How to select sounds  About the musical elements of electronic dance music  About beat and metre  About timbre and texture  How to manipulate sounds  How to arrange sounds  How perform and record  How to comment on their work and the work of others’ using musical language | Beat and metre  Timbre (sound colour)  Texture (combination of sounds)  Intro, verse and chorus  Drop and grow (tension and release)  Background | Blocswave  I pads  Headphones  Headphone splitters | Explore and select sounds  Create a piece of dance music using 6 tracks  Use their awareness of beat and metre to bring in/take out instruments  Use their knowledge of the structure of dance music in order to arrange their sounds  Perform and record their music  Make and suggest changes to their music |

**Emerging**

**Some children will:**

* Explore the different sounds on each tab
* Select one sound for each
* Will explore the special effects
* Change the style of the music
* Perform and record their music
* Express likes and dislikes

**Achieving**

**Some children will:**

* Explore the different sounds on each tab
* Experiment with the selection and combination of sounds
* Change the style of the music
* Explore muting/unmuting each tab
* Explore the special effects
* Introduce tension and release in their performance
* Perform and record their music
* Comment on their own music and the music of others using musical language

**Exceeding**

**Some children will:**

* Explore the sounds on each tab
* Identify riffs (ostinato) in bass and drumming parts
* Select and identify the instrumentation of their ‘band’
* Change the style of their music
* Experiment with the selection and combination of sounds
* Explore special effects and use them sparingly and effectively
* Introduce an element of form to their work (repetition/chorus)
* Introduce tension and release to their performance
* Comment on their own music and the music of others’ using musical language
* Make suggestions for improvement and revise their own work

**Starters**

**Beat and rhythm**

* Switch (children copy a steady beat demonstrated by the leader (adult or child) on body percussion. When the sound is changed, the children continue to keep the beat using the original sound until the leader calls out, ‘Switch’)
* Bananas, bananas from ‘Banana Splits’ (This can be used in a variety of ways in unison or two parts in order to explore beat, rhythm and internalising both)
* Don’t clap this one back
* Jimbo Jambo (Singing Sherlock Book 3)
* Ding Dong, I’ve got the rhythm in my head (Singing Games and Rhymes)
* Juba up, Juba down (SGR)
* Buster, Buster (SGR)
* Obwisanna (SGR)
* Fumje Alafia (Young Voice Works)
* Changing Patterns (Active Music)
* Warm up Stomp and Canon

**Drum Kit**

* The Human Drum Kit (Banana Splits)
* Jazz in the Classroom- The Body Drum Kit and That Dusty Old Road (3 time)

**Pitch/ascending/descending sounds**

* Once a Man fell in a Well (SGR)
* Try the alternative year 6- friendly words to Cobbler ,cobbler (SGR)

‘Apple helper, mend my phone. I can’t get a ringing tone. If you can’t I’ll get the blame. Life on line is not the same

* Elevator, elevator
* Try the alternative Year 6-friendly words to ‘The Penguin Song’ (Singing Sherlock Book 1)

‘Have you ever had a rapper come to tea? Take a look at me, a rapper I will be.

Rappers get ready. Rappers begin. (Rapping actions suggested by the children!)

**Timbre and Texture**

* Gym Class Heroes- “Stereo Hearts” featuring Adam Levine. This contrasts the timbre of the sung sound and rapping/spoken sound and the call and response by the two artists
* Flo Rida- “Good Feeling”- contrast between sung and rapped voice. Also good use of special effects and filters
* Lupe Fiasco- “Kick Push”. The song begins with a string/brass riff which is repeated under the usual drum/rap tracks.
* TLC- “What About Your Friends”. Contrast between a solo voice, multiple voices and a rapping voice

**Arranging**

* Lecrae- “I’ll find you” featuring Tori Kelly. This starts with the melody with sparse accompaniment, joined by kit and then rap. A good structure of verse and chorus.
* Kris Kross- “Jump. Jump”. A catchy riff and chorus with children rapping
* Lupe Fiasco- “Kick Push”. The words in the title are used effectively as a chorus/riff
* Estelle- “American Boy” featuring Kanye West. Use of rap to begin the song and then vocal verse and chorus structure

**Riffs/Tension and release**

* Rihanna- “We Found Love” featuring Calvin Harris. A great repetitive riff from the start on the synthesiser, use of one track to create tension alone or just with voice and then all the tracks brought back in (**NB Music only suitable-NOT the video!)**
* Vanilla Ice- “Ice Ice Baby” A really iconic guitar/keyboard riff. Kit used to create tension and release

**Lyric writing**

* DJ Jazzy Jeff and The Fresh Prince- “Parents Just Don’t Understand” (Play the first 3 minutes only as it gets a bit raunchy after that!)
* Estelle- “1980”. Some of the lyrics are quite gritty but good to watch a female rapper
* Common- “Come Close” featuring Mary J. Bilge. A great visual introduction to lyric writing

**Hip-Hop**

Most racks are between 70-110 bpm with similar structure and vocals sometimes high-pitched what is

* De La Soul- “Me, Myself and I”

The above examples are taken form ’18 Best Clean Rap Songs for Kids: A Complete Playlist’

**House Music**

A type of electronic dance music with a heavy beat

**Tech House**

A sub-genre of House Music that combines the features of house music with that of techno (i.e. a ‘rugged bass line’ and ‘steely beats’)

**Midnight House**

Another sub-genre of House with more avant-garde electronic effects

**Retro Funk**

A form of Rhythm and Blues that came to the fore in the 1970s with artists such as James brown. Extended improvisations around a simple musical theme

**Future Bass**

Arose around 2006 in the UK, US, France, Germany, Japan, China and Australia. Sounds and rhythms are usually produced by a synthesizer

**Trap Music**

A sub-genre of electronic dance music/hip hop that originated in 2010. This gets its name from the Henry Lau EP Trap. It’s a combination of hip hop, dance music and Dub and is usually based around drug selling

**Future Trap**

A fusion between future bass and trap. This features hard ‘trap drops’ rather than synthesiser/bass drops. This is a pause in the drum beat, followed by a reintroduction of drums accompanied by a heavy bass line

See ‘Insane Trap and Bass Drops’ on YouTube!

**Tips on how to navigate Blocswave**

* You will see 6 hexagons of different colours-each representing a track/instrument or vocal effect
* Start with ‘Discover’, press on the bass tab and then play.
* Every time you press the hexagon the sound will change on the corresponding tab or block.
* You can undo do it by pressing on the con and go back to the previous sound
* To mute a sound, swipe downwards on the tab or bloc. Swipe again to make it play.
* If you press Browser you can see what you are exploring. Press each bloc in turn and a series of options will come up
* Edit gives you various options such as loop, pan and slice.
* You can change the key that the piece is in by pressing on the symbol in the top right corner
* Change the tempo by tapping on the icon with the number of BPM in the top right corner
* When you press record you have the option to choose the length of your piece.
* Pressing on settings also enables you to change the number of bars count-in before you record
* When you have finished recording, press on browser and ‘recorded’ to find it

**Exporting from Blocs Wave to Launchpad**

Press the share **→** Launchpad → export

**I pad projects: Launchpad**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Intentions**  Children learn… | **Vocabulary**  Children will need to explore/know/know about… | **Resources** | **Learning Outcomes**  Children can… |
| About timbre  About texture  About the instrumentation of a band  About compositional devices (riff, repetition, chords and sound effects)  To explore different styles  About special effects  How to perform and record  How to talk about their own work and the work of others’ using musical language | Drum kit  Beat and rhythm  Pitch-high/low/ascending/descending  Electric bass  Chord  Riff (ostinato)  Sound effects  Hip Hop  House  Retro Funk  Tech House  Future Trap  Midnight House | I pads  Launchpad  Head phones  Headphone splitters | Explore instrumental and vocal sounds  Select and combine sounds  Alter the volume of parts to create an affect/arrangement  Select a style for their piece  Explore and select special effects to alter the sounds they have chosen  Perform to an audience  Revise their work  Record their work  Comment on their own work and the work of others’ |

**Emerging**

**Some children will:**

* Explore the different sounds in each column
* Select one sound from each
* Will explore the special effects
* Change the style of the music
* Perform and record their music
* Express likes and dislikes

**Achieving**

**Some children will:**

* Explore the different sounds in each column
* Experiment with the selection and combination of sounds
* Change the style of the music
* Alter the volume of each track
* Explore the special effects
* Introduce tension and release in their performance
* Perform and record their music
* Comment on their own music and the music of others using musical language

**Exceeding**

**Some children will:**

* Explore the sounds in each column
* Identify them as ascending or descending
* Identify them as polyphonic or homophonic (chordal)
* Identify riffs (ostinato)
* Select and identify the instrumentation of their ‘band’
* Change the style of their music
* Experiment with the selection and combination of sounds
* Explore special effects and use them sparingly and effectively
* Introduce an element of form to their work (repetition/chorus)
* Alter the volume of each track whilst performing and recording
* Introduce tension and release to their performance
* Comment on their own music and the music of others’ using musical language
* Make suggestions for improvement and revise their own work

**Starters**

**Beat and rhythm**

* Switch (children copy a steady beat demonstrated by the leader (adult or child) on body percussion. When the sound is changed, the children continue to keep the beat using the original sound until the leader calls out, ‘Switch’)
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**Tips on how to navigate Launchpad**

* When you tap the icon in the top left corner you will be given a choice of Projects- this means sounds
* This s where you go to listen to recording that you have made as well
* Explore each of the coloured columns in turn and explain to the children that when they press twice on the sound it will stop
* Pressing the ‘volumes’ icon in the bottom right corner will give the children the option to make some of the tracks louder/quieter than others
* Press ‘FX’ in the bottom right corner and a whole new menu will appear for the children to explore. Most of the symbols are self-explanatory but the most effective seem to be the first five circles which repeat the sounds at various speeds. The ‘drop and grow’ symbols on the bottom row (5th and 6th from the left) are also very effective. The two circles next to the letters FX provide a great fade out if you hold them down whilst taking off all the other sounds
* If you wish to record, press the ‘doughnut’ in the top right corner and then start playing. It will turn red when it starts recording. You can stop it in the usual way, press the three lines on the top left corner and name your recording

**More tips**

Children on the autistic spectrum sometimes like to touch all the sounds very quickly, one after the other. Use a PEC/picture with the symbol of a snail or the word ‘slow’ on it to help them to slow down their movements.

**I pad Projects: Loopseque**

**Creating, arranging and performing**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Intentions**  Children learn… | **Vocabulary**  Children will need to explore/know/know about… | **Resources** | **Learning Outcomes**  Children can… |
| About the music program Loopseque  About the timbre of each loop  How to add sounds to each Loop  How to mute different loops  How to manipulate and arrange sounds  How to create a texture of sounds using two rows of loops | Beat and metre  Regular beat and syncopation  Timbre and texture  Tension and release | Loopseque  Ipads  Headphones  Headphone Splitters | Create a new project  Create a texture of sounds using four loops  Can distinguish between and select different timbres  Can revise their work when playing two or more of the loops together  Decide upon an order of loops to play and mute (singly or together) in order to create tension and release  Create a second row of loops to give more scope to the arrangement |

**Emerging**

**When helped, some children will be able to:**

* Create patterns on all four loops
* Add a second series of loops
* Select a timbre from ‘Projects’
* Manipulate both sets of loops as a DJ
* Develop and record an arrangement

**Achieving**

**Some children will be able to:**

* Create patterns on all four loops
* Add a second series of loops
* Select a timbre from ‘Projects’
* Manipulate both sets of loops as a DJ
* Develop and record an arrangement
* Adjust the BPM (Beats per minute) to suit the mood of their music

**Exceeding**

**Some children will be able to:**

* Create patterns on all four loops with awareness of strong and weak beats
* Explore the timbre of each individual loop
* Explore and revise their work according to the texture of two or more loops playing together
* Add a second series of loops
* Select a timbre from ’Projects’
* Adjust the BPM to suit the mood of their music
* Manipulate both sets of loops as a DJ
* Create musical tension and release using the mute buttons
* Develop and record an arrangement
* Consider an overall all structure of the piece e.g. repetition of a main ‘theme’

**Starters**

**Beat and metre**

* Name game (e.g. Tap, tap *Louis)*
* Pass a clap around the circle to a steady beat
* Clap, clap own name, another name (e.g. clap, clap Kate, Sue)
* Get on Board (Children follow a steady beat played on a percussion instrument with their own body/vocal sounds)

**Cyclic Patterns**

* Down on the Farm (number each child 1-4 and give them an animal noise to make. They make this when their number is called out. Try each number individually then 1 followed by two, 3 followed by 4, 1 and 3, 2 and 4 etc.)
* Metre Mix (repeat as above but children to clap on all four numbers then on 1 and 3, 1 and 2, 2 and 4, 3 and 4 and 1 and 4. Discuss ‘easier’ patterns and why 1 is next to 4). Try with metres of 3, 6, 8 and 5
* Choose a number between 1 and 8 and say that number when it is spoken by the leader. Now make a body percussion sound instead of saying the number. Try internalising this
* Put a pattern in Space (e.g. Tap, tap clap a rhythm)

**Syncopation**

* Old Man Jazz (60 Sizzling Songs)
* Rocking Rhythms (60 Sizzling Songs)
* Scoo bee doo song (Voice Works)
* The Human Drum Kit (Banana Splits)
* Grandma, Grandma (Singing Sherlock Book 2)

**Timbre and Texture**

Use examples from above but try them in groups

* Metre Mix in two groups (e.g. one group claps on 1 and 3 and the other on 2 and 4)
* Two groups with two leaders counting to 8 on their fingers for ‘Down on the Farm’ or ‘Choosing a number’
* Use all the sounds in Old Man Jazz together
* Put all the instruments together in the ‘Scoo bee doo song’
* Put all the instruments of the Human Drum Kit together’
* ‘Get on Board’ (Children decide on different body/vocal sounds in large groups and get on board as single groups or as a combination of groups e.g. tapping, stamping, clicking and shhhing)

**Tension and release**

* Listen to examples of this from the ‘Classical’ repertoire e.g. the ending of Beethoven’s or Sibelius’ 5th Symphony, the beginning of ‘Zadok the Priest’ by Handel ‘or ‘Finlandia’ by Sibelius or ‘The Catacombs’ from Mussorgsky’s ‘Pictures at an Exhibition
* Find examples in rap music

**Tips on how to navigate Loopseque**

* Icon in top right corner takes you back to the main menu should you want to start a new project
* The circle with one dot is what you want when you start composing. It takes you to each of the four-coloured discs in turn
* Tap on each of the discs in turn and press the tablet-shaped button underneath to mute/un-mute
* The circle full of dots will take you to the DJ screen.
* Only discs in the grey strip will play
* Push the discs forward or back to create a new row of sounds and tap on the one you wish to create
* The next icon gives you the option to add reverb, delay, to filter or repeat
* The flower icon in the top left corner provides you with the option to select a sound form the drop-down menu, to alter the BPM (tempo), to add a swing rhythm or to live record and save

**Some more tips**

Some children on the autistic spectrum will fill in all the spaces on the loops. N your demonstration to the class show the effect of this and how it is better to leave ‘spaces’. Allow the children to do the above but then encourage them to explore the sound when spaces or silences are left

When exploring beat and metre fill in gaps at 12, 3, 6 and 9 o’clock on the first loop

Then demonstrate the difference in sound and character when a random selection of beats are chosen.

As Ben Sellers says, “Wonky is good!”

**Adding lyrics**

Please see examples of music listed in ‘Launchpad’ project for ideas

If you want to compose a rap Ben suggests composing the music on Launchpad, exporting that to Garage band and then using a microphone in audio to record. If you then want to make a dance video to accompany the music, you will need to export this to iMovie

**Exporting from Loopseque to Garage Band**

Home menu → records list → export → copy to pasteboard → open garage band and create new song (+) → open audio recorder → press on track view (brain symbol) → press +in right corner → press section A and switch on automatic → tap and paste

**Using the microphone with Garage band**

1. Plug microphone (I-rig voice microphone) into headphone socket
2. Plug mini-rig speaker into jack-input (Lower in-put hole on the speaker is quieter)
3. New song in Garage Band→ audio mic → press monitor on → check volume →press OK
4. Check that microphone is switched on!!!

**Exporting from Garage Band to iMovie**

Press ad hold (My Songs) saved recording → share → song → share → copy to iMovie →create new movie

**Photos for a background image**

Take a screenshot from the internet → press + →film on green screen if there is one → press ‘use video’ (it goes to a timeline but we don’t want it there so tap and delete) → tap and press dots → press green/blue screen (remember to move the image to the right of the line)

**I pad projects: Thumb Jam**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Intentions**  Children learn… | **Vocabulary**  Children will need to explore/know/know about… | **Resources** | **Learning Outcomes**  Children can… |
| About sounds (timbre)  About scales/modes  About call and response  About phrase length  About pitch  About pace  How to alter the sound they have selected  About selecting and combining more than one sound (texture)  About drones and ostinato  How to perform and record their work  How to use musical language in order to talk about their own music and the music of others’ | Timbre and texture  Pitch  Scales/modes  Music of different times/cultures (optional)  Pace and beats per minute (BPM)  Compositional devices such as drones and ostinato  Arranging techniques (beginning, middle, end/intro, verse and chorus)  Melody and accompaniment | Thumb Jam  I pads  Headphones  Headphone splitters | Select sounds  Use them in the context of a mode or scale  Compose phrases of 4,8 or 16 beats  Use knowledge of call and response in order to create variety within a structure  Select appropriate tempi and effects  Perform and record their work  Make comments and suggestions using musical language  Revise their work |

**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 or 8 beats
* Alter the tempo of their work
* Record their work
* Perform their work

**Achieving**

**Some children will be able to:**

* Select two sounds
* Explore time lengths and rhythmic patterns
* Create a musical phrase of 8 beats using call and response
* 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 two or more sounds with awareness of timbre
* Arrange the sounds with awareness of the texture they create
* Alter the sounds using vibrato/effects
* Create phrases of 8 or 16 beats in length that are balanced and varied
* Use devices such as the drone or ostinato to add an accompaniment
* Consider the overall structure of the piece (e.g. beginning, middle, end/AB/ABA)
* Select a tempo and record with awareness of beat/tempo
* Record and revise their work
* Perform and evaluate their work and the work of others’ using musical language

**Starters**

**Beat and metre**

* Name game (e.g. Tap, tap *Louis)*
* Pass a clap around the circle to a steady beat
* Clap, clap own name, another name (e.g. clap, clap Kate, Sue)
* Get on Board (Children follow a steady beat played on a percussion instrument with their own body/vocal sounds)
* Down on the Farm (number each child 1-4 and give them an animal noise to make. They make this when their number is called out. Try each number individually then 1 followed by two, 3 followed by 4, 1 and 3, 2 and 4 etc.)
* Metre Mix (repeat as above but children to clap on all four numbers then on 1 and 3, 1 and 2, 2 and 4, 3 and 4 and 1 and 4. Discuss ‘easier’ patterns and why 1 is next to 4). Try with metres of 3, 6, 8 and 5
* Choose a number between 1 and 8 and say that number when it is spoken by the leader. Now make a body percussion sound instead of saying the number. Try internalising this
* Put a pattern in Space (e.g. Tap, tap clap a rhythm)

**Timbre and Texture**

Use examples from above but try them in groups

* Metre Mix in two groups (e.g. one group claps on 1 and 3 and the other on 2 and 4)
* Two groups with two leaders counting to 8 on their fingers for ‘Down on the Farm’ or ‘Choosing a number’
* ‘Get on Board’ (Children decide on different body/vocal sounds in large groups and get on board as single groups or as a combination of groups e.g. tapping, stamping, clicking and shhhing)

**Pitch/ascending/descending sounds**

* Once a Man fell in a Well (SGR)
* Try the alternative year 6- friendly words to Cobbler ,cobbler (SGR)

‘Apple helper, mend my phone. I can’t get a ringing tone. If you can’t I’ll get the blame. Life on line is not the same

* Elevator, elevator

**Timbre and Texture**

* Gym Class Heroes- “Stereo Hearts” featuring Adam Levine. This contrasts the timbre of the sung sound and rapping/spoken sound and the call and response by the two artists
* Flo Rida- “Good Feeling”- contrast between sung and rapped voice. Also good use of special effects and filters
* Lupe Fiasco- “Kick Push”. The song begins with a string/brass riff which is repeated under the usual drum/rap tracks.
* TLC- “What About Your Friends”. Contrast between a solo voice, multiple voices and a rapping voice
* Clap, two three four from ‘Michael Finnegan tap your chinnigin’

**Arranging**

* Lecrae- “I’ll find you” featuring Tori Kelly. This starts with the melody with sparse accompaniment, joined by kit and then rap. A good structure of verse and chorus.
* Kris Kross- “Jump. Jump”. A catchy riff and chorus with children rapping
* Lupe Fiasco- “Kick Push”. The words in the title are used effectively as a chorus/riff
* Estelle- “American Boy” featuring Kanye West. Use of rap to begin the song and then vocal verse and chorus structure
* Use activities from the Milton Keynes Scheme of Music Unit 11: The Classroom Music to play and arrange ‘Drunken Sailor’

**Structure**

* What’s in the basket?’ (call and response)
* Secrets of the Animal Kingdom from ‘Ring a ding ding 7+’ (Call and response)
* Apple, apple, blackberry apple from Ring a ding ding (AABA)
* Arriba from Jazz in the Classroom (Q&A)
* The Body Drum Kit/ Question and Answer from Jazz in the Classroom
* Melody Echo Work/Question and Answer from Jazz in the Classroom
* That Dusty Old Road/Question and Answer in 3 time from Jazz in the Classroom

**Compositional devices**

* Adding a drone to ‘Drunken Sailor’ (see QCA Unit Classroom Orchestra)
* Ostinato activities from Ring a ding ding e.g. Wallabies and Wombats, Bonfire’s Burning and Swing Low, Sweet Chariot’

**Music of different cultures/times**

* Boosey’s Blues, Arriba, Ship without a Rudder (modes), Calypso and Reggae from Jazz in the Classroom

**Tips on how to navigate Thumb Jam**

* ‘Sound’ icon in top left corner gives you the option to change instrument, change the scale, change the volume, Create an instrument if o have a microphone and download samples
* The sharp/flat icon on the left enables you to choose the note on which you want the scale to start.
* The pedals are for sustaining the sound (double tap)
* The step icon alters the distance between the notes. When it is on step, they are appear equidistant, when the line is straight the tones and semi-tones are illustrated ‘properly’
* If you press on the icon that looks a bit like two pages in a book the screen will split into up to four instruments
* The ‘arp’ icon is a way of repeating notes and you are given the rapidity by a choice between ¼ (crotchet), 1/8 (quaver) etc.
* ***The span is a very important option to use with children with poor motor skills. Press + to make the size of the keys smaller (Good for children with impaired mobility) and – to make the keys larger (Good for children with hyper-mobility)***
* The pitch of the music is changed when pressing ‘Oct’. The pitch will be lowered by pressing – and raised by pressing +
* The red button icons all relate to recording and the symbols of play and go back to the start are as normal
* When you wish to record press ‘Loop’ in top right corner.
* Loops can be deleted or cleared by pressing loop
* Loop options provide you with a quantise control (on or off) to help children begin at the beginning of a bar, loop length and give you the option not only to change the tempo of the metronome but the sound
* The edit button in the left bottom corner will give those more advanced/confident children the opportunity to change the attack and delay of their chosen sound
* The controls give you the opportunity to alter the vibrato, volume, speed; to add tremolo or to bend the pitch by using your finger, shaking or tilting the iPad. ***This is also an important function when interacting with young people with impaired movement***
* Reverb, delay, resonance and other effects can be altered if you press ‘effects’(still under Edit)
* A variety of options are offered to you if you open ‘Prefs’ including that of importing or exporting material
* **Press the home button 3 times in order to activate ‘Guided Access’. Draw around the controls that you do not wish the child to alter, starting from the inside of the thumb jam screen and not the background. You then have the option in the top left corner to start the guided access. Set a passcode of 4 x 0s so that you can come out of it quickly and easily.**

*This is a very good option to use if working with ASD children who are invariably very proficient/quick at changing multiple elements of the music and indeed finding a way to end the program and go back onto Candy Crush!!*

**NB.** Thumb Jam is a very good instrument on which to perform and could be a way to include children with disabilities in a performance. Indeed, performance rather than composition could be the focus of this unit.