



## Year 2 – Making music

### Unit introduction

In this unit, learners will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.

### Software and Hardware requirements

In this unit, learners will be using a computer to create music using [Chrome Music Lab](#). To save work in Chrome Music Labs, learners need to save the link to their creation, for example by copying and pasting it into a word document. Learners may need some support with this.

If you've adapted this unit to better suit your school, please [share your adapted resources](#) with fellow teachers in the STEM community. Alternatively, if this unit isn't quite right for your school, why not see if an adapted version which better suits has already been shared?

### Overview of lessons

Lesson	Brief overview	Learning objectives
1 How music makes us feel	In this lesson learners will listen to and compare two pieces of music from <i>The Planets</i> by Gustav Holst. They will then use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel.	To say how music can make us feel <ul style="list-style-type: none"> <li>I can identify simple differences in pieces of music</li> <li>I can describe music using adjectives</li> </ul>

		<ul style="list-style-type: none"> <li>I can say what I do and don't like about a piece of music</li> </ul>
2 Rhythms and patterns	In this lesson, learners will explore <b>rhythm</b> . They will create patterns and use those patterns as rhythms. They will use untuned percussion instruments and computers to hear the different rhythm patterns that they create.	<p>To identify that there are patterns in music</p> <ul style="list-style-type: none"> <li>I can create a rhythm pattern</li> <li>I can play an instrument following a rhythm pattern</li> <li>I can explain that music is created and played by humans</li> </ul>
3 How music can be used	During this lesson, learners will explore how music can be used in different ways to express emotions and to trigger their imaginations. They will experiment with the pitch of notes to create their own piece of music, which they will then associate with a physical object — in this case, an animal.	<p>To experiment with sound using a computer</p> <ul style="list-style-type: none"> <li>I can connect images with sounds</li> <li>I can use a computer to experiment with pitch</li> <li>I can relate an idea to a piece of music</li> </ul>
4 Notes and tempo	In this lesson, learners will develop their understanding of music. They will use a computer to create and refine musical patterns.	<p>To use a computer to create a musical pattern</p> <ul style="list-style-type: none"> <li>I can identify that music is a sequence of notes</li> <li>I can explain how my music can be played in different ways</li> <li>I can refine my musical pattern on a computer</li> </ul>
5 Creating digital music	In this lesson, learners will choose an animal and create a piece of music using the animal as inspiration. They will think about their animal moving and create a	To create music for a purpose

	rhythm pattern from that. Once they have defined a rhythm, they will create a musical pattern (melody) to go with it.	<ul style="list-style-type: none"> <li>• I can create a rhythm which represents an animal I've chosen</li> <li>• I can create my animal's rhythm on a computer</li> <li>• I can add a sequence of notes to my rhythm</li> </ul>
6 Reviewing and editing music	In this lesson, learners will retrieve and review their work. They will spend time making improvements and then share their work with the class.	<p>To review and refine our computer work</p> <ul style="list-style-type: none"> <li>• I can review my work</li> <li>• I can explain how I changed my work</li> <li>• I can listen to music and describe how it makes me feel</li> </ul>

## Subject knowledge and CPD opportunities

- You should be familiar with *The Planets* by Gustav Holst:
  - BBC Ten Pieces (includes video recordings of the suite and music/digital art lesson plan ideas): [www.bbc.co.uk/programmes/articles/14ZjT5yjnKQRdKVsqRLzk1x/mars-from-the-planets-by-gustav-holst](http://www.bbc.co.uk/programmes/articles/14ZjT5yjnKQRdKVsqRLzk1x/mars-from-the-planets-by-gustav-holst)
  - Gustav Holst's *The Planets* : a guide – Classic FM: [www.classicfm.com/composers/holst/pictures/holsts-planets-guide](http://www.classicfm.com/composers/holst/pictures/holsts-planets-guide)
  - Learning to Listen: Gustav Holst's *The Planets* – YourClassical: [www.yourclassical.org/story/2014/02/10/gustav-holst-the-planets-on-learning-to-listen](http://www.yourclassical.org/story/2014/02/10/gustav-holst-the-planets-on-learning-to-listen)
- You should also be familiar with musical terminology:
  - BBC: [www.bbc.co.uk/bitesize/subjects/zwxhfg8](http://www.bbc.co.uk/bitesize/subjects/zwxhfg8)
  - BBC Bitesize video (pulse and rhythm): [www.bbc.co.uk/bitesize/clips/zmqn34j](http://www.bbc.co.uk/bitesize/clips/zmqn34j)
- You should be familiar with Chrome Music Lab ([musiclab.chromeexperiments.com/About](http://musiclab.chromeexperiments.com/About)), including:
  - The Song Maker tool ([musiclab.chromeexperiments.com/Song-Maker](http://musiclab.chromeexperiments.com/Song-Maker))
  - Saving and opening work in Chrome Music Lab

**Continuing professional development opportunities**

Enhance your subject knowledge to teach this unit through the following free CPD:

- [Getting started in Year 2 – short course](#)
- [Introduction to primary computing remote or face to face](#)

**Teach primary computing certificate**

To further enhance your subject knowledge, enrol on the [teach primary computing certificate](#). This will support you to develop your knowledge and skills in primary computing and gain the confidence to teach great lessons, all whilst earning a nationally recognised certificate!

## Progression

Learners should have experience of making choices on a tablet/computer, and they should be able to navigate within an application. Learners should also have some experience of patterns.

This unit progresses students' knowledge through listening to music and considering how music can affect how we think and feel. Learners will then purposefully create rhythm patterns and music.

## Common misconceptions

Pupils may express the misconception that the computer is 'making' the music during this unit. The computer is making the sounds, but the pupils composed the music. There was still human involvement. This is important as it reminds pupils that even when creating media using a digital device, there is still an element of creativity.

## Curriculum links

**[Computing national curriculum links](#)**

- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

### Music national curriculum links

- 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 interrelated dimensions of music

## Assessment

### **Formative assessment**

Assessment opportunities are detailed in each lesson plan. The learning objective and success criteria are introduced in the slide deck at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.

### **Summative assessment**

Please see the assessment rubric document for this unit. The rubric can be used to assess learning and highlights whether the pupil is approaching (emerging), achieving (expected), or exceeding the expectations in this unit.

Resources are updated regularly — the latest version is available at: [ncce.io/tcc](https://ncce.io/tcc).

## Attribution statement

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