



### **ICT in Music at Key Stage 3**

Music is a powerful form of communication that brings together intellect and feelings to enable personal expression. The teaching of music develops pupil's ability to listen to and appreciate music and to make judgements about quality. It encourages involvement in amateur music making both individually and collectively. ICT is playing an increasing role in this.

#### **The QCA Schemes of work**

The QCA schemes of work identify 3 ways in which ICT can be used to support music teaching.

- Using MIDI sequencers to explore and compose music
- Use desktop publishing to create presentations of research
- Use Internet, CD-ROMS and e-mail to do research

There are opportunities to use ICT to play and record music using CD and tape players; computers running suitable software could also be used as tuned or un-tuned instruments.

The following paragraphs identify the music units where ICT is needed and give a brief description of how it is to be used.

#### **Unit 2 Form and structure Year 7**

Teacher demonstrates musical structure using prepared MIDI files. In optional work pupils may complete a MIDI sequence prepared by the teacher

#### **Unit 3 Soundscapes Year 7**

Pupils are shown how a MIDI sequencer is set up and how it can be used. They are shown how sounds can be created, sampled, recorded and replayed using the technology. Pupils could also add video or multimedia effects to their compositions.

#### **Unit 4 Musical cycles Year 7**

Pupils are asked to use Internet and e-mail for research into music from Java, Africa and India.

#### **Unit 8 Jazz improvisation Year 8**

Pupils use sequencing software to create a 12-bar blues accompaniment and to produce their own backing tracks. They can also download backing tracks from the Internet.

#### **Unit 11 The overture Year 8**

Pupils use sequencing software to link themes that they have composed.

**Unit 12 Bhajan/qawwali Year 9**

Pupils use a word processor or desktop publisher to create an A3 information poster for an instrument associated with bhajan/qawwali music. Information can be cut and pasted from scanned images and the Internet

**Unit 13 Music and Media Year 9**

Pupils use tape recorders or sequencing software to record and manipulate the sounds and music in the radio adverts.

**Unit 14 The concerto Year 9**

It is expected that some pupils will compose their concerto using ICT using MIDI sequencer.

**Unit 15 Song Year 9**

Teacher demonstration of how general MIDI can be used to build up a musical arrangement.

**Long term Planning**

At KS 3 the ICT Unit 2 Information and presentation supports some of the research and presentational aspects of the music units. It would be preferable to teach ICT Unit 2 Information and presentation early in year 7 but this is not essential because many of the skills needed, will have been taught at KS 2.

**Hardware**

Tape recorders and microphones, computers with sound cards and microphones, and MIDI key boards are needed.

**Assessment**

At KS 3 the ICT needed to support the Music units will usually have been taught separately, and should be assessed during ICT lessons. When assessing Music work that has involved ICT it is important to assess the achievement of Music objectives and not ICT objectives. Where the Music department has responsibility for delivering sections of the ICT curriculum, ICT will need to be recorded assessed separately.

### Key Stage 3 Software and Hardware for Music Checklist

QCA Unit of work	Software/Hardware	Located
Unit 2 Form and structure	Sibelius 4, MIDI keyboard	
Unit 3 Soundscapes	Sibelius 4, MIDI keyboard	
Unit 4 Musical cycles	The Hutchinson Encyclopaedia of Music, Internet access	
Unit 8 Jazz improvisation	Sibelius 4, MIDI keyboard	
Unit 11 The overture	Sibelius 4, MIDI keyboard	
Unit 12 Bhajan/qawwali	Word processor or desktop publisher, Internet access	
Unit 13 Music and Media	Sibelius 4, MIDI keyboard and tape recorder (optional)	
Unit 14 The concerto	Sibelius 4, MIDI keyboard	
Unit 15 Song	Sibelius 4, MIDI keyboard	

**Sibelius Software** The Old Toy Factory  
20-22 City North  
Fonthill Road  
London N4 3HN **Freephone: 0800 458 3111**

**Counterpoint mtc** Specialist music systems and management. Unit 2 Timberlaine Trading Estate, Decoy Road, Worthing, West Sussex BN14 8ND Tel 01903 538844 Fax 01903 536080 e-mail [info@cmtc.co.uk](mailto:info@cmtc.co.uk)  
[www.counterpoint-mtc.co.uk](http://www.counterpoint-mtc.co.uk)

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