**SCHEME OF WORK 6: How can technology be used to enhance creative thinking skills through composing?**

**LESSON 5**

| TOPIC AND PURPOSE | OBJECTIVE | ENGAGEMENT | STICK-ABILITY |
|---|---|---|---|
| To experiment and develop composing skills using Soundplant. | Learners will link together conventional instruments with digital technologies.<br><br>Learners will develop creative approaches to composition either leading to or enabling future original work. | Learners will develop ideas and knowledge of Soundplant through constructive feedback and class discussions. | Learners will develop their creative learning skills by generating and exploring ideas and making original connections. The learners will expand this through experimenting and exploring different ways to tackle problems, working with others to find imaginative solutions. |

**LISTEN IMAGINE COMPOSE**

## DIFFERENTIATION

**Embedding:** Learners will develop a basic understanding of how to create a piece for both an instrument and a computer.

**Enhancing:** Some will go further than this and develop creative ideas and pieces on both an instrument and through *Soundplant*.

**Extending:** A few may go well beyond this and experiment and refine a piece for both an instrument and for the computer via *Soundplant*.

## AIMS AND OBJECTIVES

To experiment and develop composing skills using *Soundplant*.

## ACTIVITY ONE

**Making a piece for instrument and computer (duo).**

**Stage 1**: Make a series of recordings of your instrument and edit them into short 5>10 second samples. There are many ways to do this, using a recording device, using a mobile phone, using a computer OR using an iPad.

## ACTIVITY TWO

Try to have a variety of different types of sounds. Melodic phrases, long sounds, extended techniques and riffs.

  a) Phrase / pitch based
  b) Chords , long notes, drones, ostinato
  c) Textures, (unpitched) maybe exploring extended techniques
  d) Sounds that transform from one type to another

## STARTER

Reflection on prior learning to help identify those learners who may need support during the lesson.

*Commentary on Activity One:*

*There are many free apps that will allow this (Audacity being the most commonly used in educational settings).*

*For these to work with Soundplant, it's best to save them as 16bit 44.1 .wav files (Audacity will do this).*

*Commentary on Activity Two:*

## ASSESSMENT

Assess learners' response to using *Soundplant* and their creative approaches to developing their piece.

This can be done verbally via a class or peer-to-peer discussion, or could be via written documentation.

Explore aspects learners find difficult in order to help extend and differentiate learning in the next lesson.

## ACTIVITY TWO CONTINUED

**Stage 2**: Map recordings onto *Soundplant.* Put basic versions on 1,2,3,4,5,6,7,8,9,0 and make a series of transformed versions (pitch changed, looped etc) on the corresponding diagonal keys (1>Q, 2>W etc).

**Stage 3**: refine and experiment with playing your instrument with the computer.

*Commentary on Activity Two:*

## ACTIVITY THREE

Use the accompanying resource sheet to discuss possible relationships between music played by the live instrument and computer.

*Commentary on Activity Three:*

## ACTIVITY FOUR

**Issues to discuss**

Importance of setting restrictions to work with to encourage exploration and to avoid students resorting to cliché.

What does *Soundplant* do better than other software?
What is its unique characteristic and how can you make the most of those?

*Commentary on Activity Four:*

**LISTEN IMAGINE COMPOSE**

**ACTIVITY FOUR CONTINUED**

Discussing issues of genre: does the choice of software steer you towards a particular stylistic way of working?

Performing: things to think about:

- Context for performance
- Live or recorded
- Scoring
- Precision / timing
- Where instrument is in relation to sound from computer

**HOMEWORK**

Offer learners the opportunity to extend their learning outside the lessons. Could you allow learners the opportunity to use the computers and experiment further with Soundplant?

**RESOURCES**

Computers;
*Soundplant;*
Classroom instruments;
Learners' own instruments
Recording and listening device