



SCHEME OF WORK 6

Key Question:

How can technology be used to enhance creative thinking skills through composing?

What are the specific aims of this project/scheme?

- Engaging learners sonic sensibilities and educating them for the 'unfamiliar'.
- Encouraging learners to move outside their comfort zone and embrace alternative models of musical composition.
- Find ways of relocating "music technology" in composition and performance, using the computer as an instrument rather than as a model of a recording studio.
- Explore new approaches to creative and experiential composing with technology.

Key outcomes:

- Develop creative thinking and compositional skills.
- Use technology to promote creativity.
- Build on previous knowledge of musical elements, sequel/cubase and instrumental performance.
- Experience, extend and develop creative approaches to music technology as well as building their own technology to create original pieces of music.

Expectations and Differentiation:

Embedding: learners will have understood the basic principles of composition and music technology. They will play a part in the group composition and performance, but may find individual work more of a challenge.

Enhancing: most learners will have developed a range of skills that will enable them to compose using music technology both within a group and individually. This will result in them taking an active part in both the compositional and performance aspects of the scheme of work.

Extending: some learners will have progressed further and will be able to identify the finer musical features of compositions and will have created individual works that show originality and exceptional understanding of the compositional process and music technology. They will be able to explain the reasoning behind their choices and take a lead role both in compositional and performance processes.

Success Criteria:

- **Engagement:** The learners will be able to work both individually and collaboratively.
- **Music technology:** Learners will demonstrate an understanding of how to produce and manipulate a range of sounds using speaker twitching. Learners will link together conventional instruments with digital technologies.
- **Assessment for learning:** Learners will be able to evaluate their progress through self and peer assessment approaches. They will ask questions and articulate understanding. Set their own personal targets.
- **Confidence:** Learners will develop their confidence in using music technology leading to more independent and original compositions.
- **Creative thinking skills:** Learners will develop creative approaches to composition either leading to or enabling future original work.

Prior learning:

It is helpful if learners have:

- Experience of Cubase/Sequel, or any form of sequencing software;
- Knowledge of basic notation;
- Fully explored the elements of music – particularly pitch, structure, tempo, rhythm;
- Basic composition skills including ostinatos, pedal notes, structure and melody writing;
- Performance skill;
- Knowledge of basic drum patterns;
- An attitude that suggests an open mind ready to explore new creative ideas and technologies.

Personalised learning:

Differentiation: Are there young people who play instruments? If so who, which, and to what standard? Are there learners who will need specially adapted materials or resources that break down processes into understandable forms? Especially when using music technology.

Effective teaching and learning: Use wide and variety repertoire of teaching approaches that supports diversity. Offer mentoring between learners as a form of peer support.

Beyond the classroom: Could you offer learners opportunities to develop their skills in/outside the music context to support the whole musician? Could you encourage the musician to join local networks or develop collaborations?

Personal Learning and Thinking Skills

This scheme of work explores **creative thinking processes**. It prepares learners to think creatively 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 and outcomes that are of value. The learners will **work confidently with others** forming collaborative and **reflective** relationships where they will review their progress and act on outcomes.