

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

LESSON 4

TOPIC AND PURPOSE	OBJECTIVE	ENGAGEMENT	STICK-ABILITY
<p>Exploration of <i>Soundplant</i>.</p> <p>The computer as an instrument as opposed to a model of a recording studio.</p>	<p>Getting to know and composing with <i>Soundplant</i>.</p>	<p>Explore, reflect, and analyse creative thinking processes.</p> <p>Development of collaboration between the group through sharing ideas and constructive reflections.</p>	<p>To work through problems, reflect on learning and experiment using <i>Soundplant</i>.</p>

DIFFERENTIATION

Embedding:

Learners will develop an understanding of using *Soundplant*.

Enhancing: Some will go further than this and experiment and explore ideas using *Soundplant*.

Extending: A few may go well beyond this and begin to develop creative ideas using *Soundplant*.

HOMEWORK

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

AIMS AND OBJECTIVES

Three ways to compose with *Soundplant*:

The key to getting the most out of using *Soundplant* and make music with groups is to think about how the sounds you are using will be organised.

It's possible to do this in a number of ways.

The sounds can be organised by:

1. Everyone having the **same sounds** mapped to the **same keys**;
2. Everyone having their **own sounds** which are different to the others **mapped to any key**;
3. Everyone starts with the **same set of sounds** and then makes their own set.

The sound sets could be:

1. A collection of unrelated sounds;
2. A collection sounds that are related by where they have been recorded;
3. A collection of sounds that are related by their sonic properties (loud, quiet, long, short, sudden...).

STARTER

Recap and reflect on lesson 3 learning.

Commentary on Activity One:

Working with multiple computers inevitably brings up problems with equipment, logging in, permissions, saving etc. It is highly probable that your computers haven't been used in this way and careful preparation and testing is essential so that you are sure that the software will run smoothly and the pupils are able to access the relevant sounds on their machine for each activity.

It is important to allow enough time for people to get familiar with the software before asking pupils to compose with it.

(PLEASE SEE ADDITIONAL LESSON RESOURCE SHEET WITH INSTRUCTIONS ON HOW TO USE SOUNDPLANT.)

ASSESSMENT

Through written and or verbal documentation ask learners to reflect on their understanding of *Soundplant*.

Consider whether their responses are analytical, constructive and use key terminology.

RESOURCES

Computers;

Soundplant software (free, see resource);

Classroom instruments;

Learners' own instruments;

Recording and listening device.