

Being Practical and Creative with ICT

Second Level Support Service: Music

Summer term 2010



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Music Technology: Preamble

Inputting notes on a stave – ‘is that all there is?’

- Music teachers already use technology a lot: CDs, mics, speakers, amps, sound systems, shows, whiteboards...
- Are we willing to explore even more?

Consider...

- Technology and **learning**: supporting curricular aims
- Technology and **creativity**: being ‘worthwhile and original’
- Technology and **me**: supporting my own classroom practice



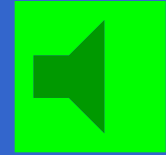
ICT in the Music Classroom

Four short examples: One teacher's use of ICT

1. ICT and the **Juniors**: Listening
2. ICT and the **Seniors**: Listening & Responding
3. ICT and the **Seniors**: Performing
4. ICT and the **Transition Years**: Composing & Performing



1. ICT and the Juniors



Tackling a 'chosen' work (JC, Q5)

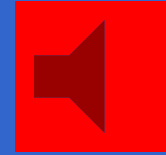
Problem: Concentrating for 7 minutes when there is no score. Trying to remember musical features.

Solution: Visual scaffolding

- *Windows Media Player* (to rip the track from a CD)
- Audio editor (to divide the music into sections)
- Notation software (to present the themes on staff)
- *Photo Story 3* (to assemble the images and music)
- Image editor (to doctor the images)



2. ICT and the Seniors (i)



Learning from 'general listening' (LC, Q6)

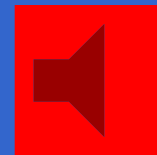
Problem: Focusing on details. Recalling these later.

Solution: Visual scaffolding

- *PowerPoint* (for presenting lessons visually and aurally)
- Image editor for dealing with images)
- *Windows Media Player* (for ripping tracks)
- Audio editor (for dealing with sound)
- Notation software (for notating the themes)



Listen and Respond

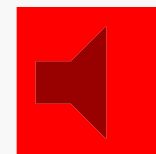


Sing the tonic solfa: slow down the music

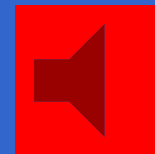
1. 2.

d s f s m s r s

Make three musical points about this variation



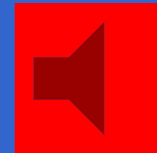
Sing the Vocal Harmony



The image displays a musical score for a vocal harmony exercise. It consists of two systems of music, each with a vocal line and a piano accompaniment line. The key signature is one sharp (F#), and the time signature is 4/4. The first system includes the lyrics: "Give a lit - tle time for the child with - in you, Un - do the locks and throw a - way the keys and". The second system includes the lyrics: "Don't be a - fraid to be young and free. Don't take off your shoes and socks and run you." The score features various musical notations including treble clefs, a key signature of one sharp, and a 4/4 time signature. The vocal lines include lyrics and "la" notes. The piano accompaniment includes chords and rhythmic patterns. There are repeat signs and first/second endings indicated in the score.



Recognise a Compositional Device



Which of these phrases do you hear? Describe it.

No 1

Run through the meadow and scare up the milk-ing cows

No 2

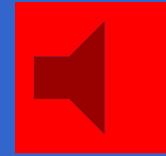
Run through the meadow and scare up the milk-ing cows

No 3

Run through the meadow and scare up the milk-ing cows



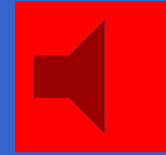
Identify Musical Features (i)



What can you hear? Make two points

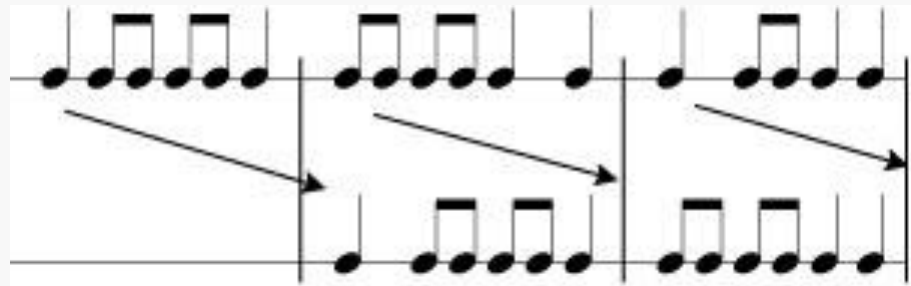


Identify Musical Features (ii)

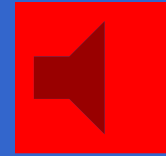


How are these lyrics treated?

*“Cowboys and Indians, puppy dogs and sand pails
Beach balls and baseballs and basketballs too”*

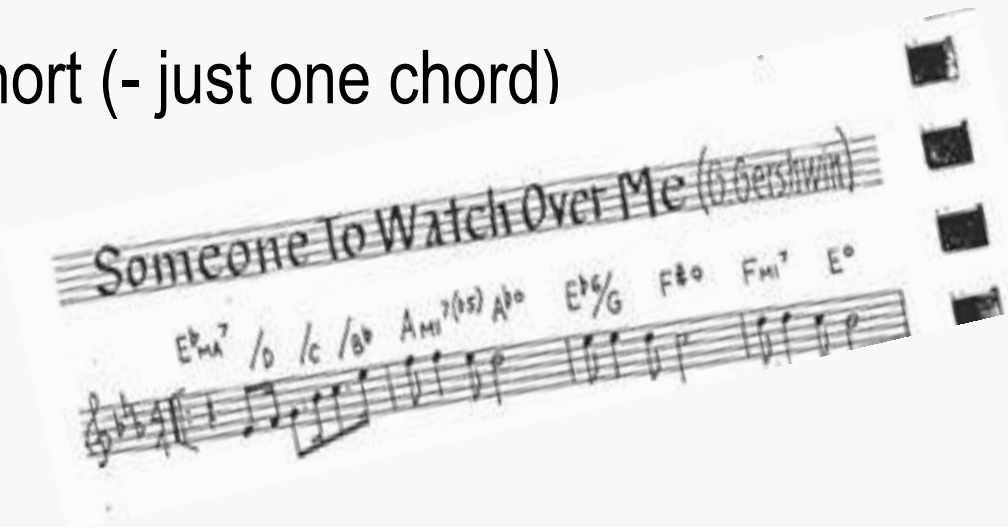


3. ICT and the Seniors (ii)



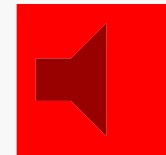
Backing track: Problems

- Introduction is too short (- just one chord)
- Tempo is too slow
- Key is too low

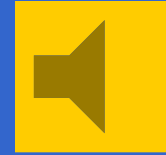


Solution

- Copy and paste a phrase into the intro
- Speed up the music
- Bring the music up a tone



4. ICT and the Transition Years



Creating a video from photographs

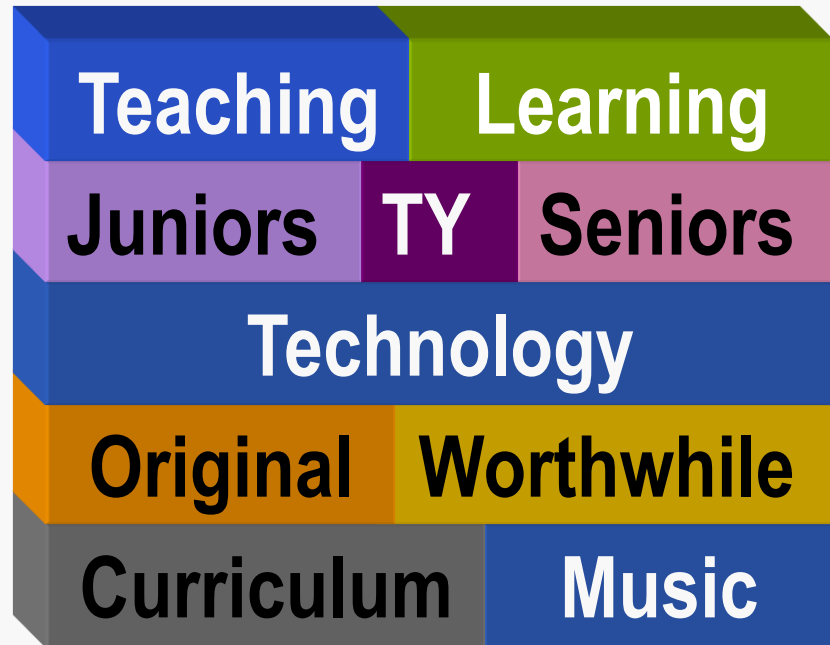
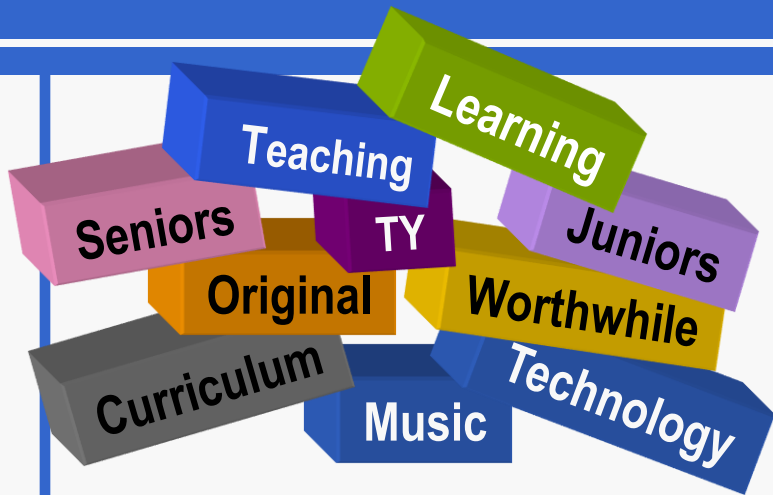
Problem: Linking the images. Trying to sustain interest.

Solution: Add a bodhrán track to recorded sounds

- Minidisc recorder and microphone
- Internet
- Digital Camera
- Audio editor with multitrack facility
- *Windows Moviemaker*
- *Windows Media Player*



Fitting it all together



What next?

Learn how to use an audio editor!

- In Part 2 of this workshop we will edit some sounds
- In Part 3 we will explore online music resources

Thanks for your attention!

