

Leicestershire Music Hub

Launchpad Arcade KS3 Plans

Launchpad Arcade is a free piece of browser based software which is made by Novation. As well as running on Google Chrome, this software can also be downloaded for use on iOS devices such as iPads. The software is based around the use of loops and one-shot samples. The preset sample packs cover a range of modern electronic genres with a variety of instrumentation and tempo.

So that the pupils can record their work for peer and teacher feedback, please download ShareX before the lesson, by going to <https://getsharex.com/>, and installing the software. Please watch this [tutorial video](#) (also found on the slide) for simple instructions on how to use ShareX to record.



Example strand of learning

Lesson 1: Introduce the pupils to Launchpad Arcade, the concept of form and structure with pupils then creating a short simple piece with clear sections. Cover how to screen record using ShareX. Pupils record their short pieces and save them. Pupils then peer assess the pieces, listening to identify the musical sections they can hear.

Lesson 2: Recap the key learning from the previous lesson. How do we move between the top and bottom samples on Launchpad? (Press P or ;). Now look at and learn some of the musical tools that can be used to create variation in sections: Texture, Instrumentation, creating suspense with “drops” and “build ups” (using the mute buttons to manually cut out certain loops with ease), using FX samples to mark when a new sections end or begin etc.

Lesson 3: Pupils will focus on learning a more classical form such as binary or rondo form. Listen to a few example pieces of music in these forms. Pupils compose and create their own pieces in these forms, recording it on ShareX for a partner to appraise and identify the musical sections.

Lesson 4: Pupils will focus on learning contemporary / pop form (such as ABABCB). Listen to a few example pieces of music in these forms. Pupils compose and create their own pieces in these forms, recording it on ShareX for a partner to appraise and identify the musical sections.

Lesson 5: Pupils will explore the different sample kits in Launchpad Arcade and choose one to use to create their own final piece which has clear musical sections and a variety of textures. Pupils should make a graphical score / representation of the structure of their piece and the samples / loops being played in each section.

Lesson 6: Pupils will record their final pieces and share their work with a partner, before sharing these with the class and beginning appraisal discussions.

Planning

This planning is an example of a unit of work that can be taught using the Launchpad software. Written by Bradley Smith, Lead for Music Technology at Leicester-Schools Music Service, the first lesson is fully planned and resourced with a Powerpoint and accompanying video links. These resources can be found on the Leicester-Shire Schools Music Service website.

Ideas for lessons 2 to 6 have been written (see to the left) to offer guidance as to how a full 6 lesson unit could be created and extended from lesson 1.

Lesson plans

Lesson 1

L.O: I understand the concept of musical structure and can create a piece of music with clear musical sections.

Starter	Plenary
<p>Allow children to watch Video 1 - Form example video and, before they do so, ask them to listen out for any repeating sections in the piece. Ask them, how many different sections were there in the piece? This can also be used as an opportunity to discuss texture by asking the chn Which sections sounded the thinnest? (What do we mean by thin and thick textures?) What is texture in music? Etc.</p> <p>After chn have watched video 1, take feedback on how many sections they thought there were in the song and in what order did those sections get played. Play Video 2 - Form example with sections and discuss with the pupils how sections in music can be labelled or given a name. Often this works by using letters A, B, C etc and, sometimes, terms like bridge, intro and outro can be used where relevant (but this is more often associated contemporary and popular music). Play Video 3 – Example of structure that includes intro and outro etc.</p>	<p>Volunteers can then show their piece to the class who can make a note of the order and number of musical sections they can identify. Discuss these sections as a class with opportunity to explore texture and timbre.</p> <p style="text-align: center;">Differentiation</p> <p>Differentiation by outcome of activity: number of sections to be included in the pieces. Differentiation by peer support: create mixed ability pairs during the paired sharing and encourage joint discussion, appraisal and explanation of the pieces. Higher ability will be able to model and explain their reasoning for identifying sections in certain ways.</p>
Activities	
<p>Play the video which briefly explains how to navigate around the Launchpad software, trigger samples, use different sample packs, play the lower and higher selection of samples using the keyboard etc.</p> <p>Allow pupils to explore the software by themselves for a few minutes and then ask them the question about the sample types on Launchpad: What is the difference between how some of the samples are played in Launchpad Arcade? (Some are samples which continuously loop and some are one shot samples that need to have their key held down to play). This can be explained with visual aid on the slide.</p> <p>Set the task for the pupils: LAP and MAP pupils to create a simple piece which has 2 clear sections. They could be asked to create a piece which has a clear A,B,A,B structure. HAP pupils to create a piece which contains 3 clear sections. They could be asked to create a piece which has a clear A,B,A,C,A structure.</p> <p>Allow pupils to create and practise their pieces. Once they are confident and ready to record their piece for assessment / peer review, ask the pupils to record the screen (using ShareX – see first page of planning for instructions on how to install and use this free software) and perform their piece.</p> <p>Pairs of pupils to swap over computers and listen to each other’s recordings. Whilst listening, pupils are to write down the order of the sections they hear in the piece.</p>	