iPad Music Lesson Plans
MLD/ASD

Developed with the staff and pupils of Nether hall and Westgate Schools, Leicester

These lesson plans are designed for pupils with Severe or Moderate Learning Disabilities and those on the Autistic Spectrum (ASD)[1]'. These resources aim to empower generalist teachers (those who do not consider themselves 'musicians') to deliver exciting music lessons that fulfil curriculum requirements. They can be used as a complete scheme of work, or as stand-alone sessions. There is a lot packed in to each lesson, and you may want to stretch each one over two or more classroom sessions.

Each lesson is accompanied by a 'how-to' video that shows how to set up and use the relevant app. You will be an expert in no time!

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For further information and technical support:
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[1]For pupils with Profound and Multiple Learning Disabilities please see our other guide, 'Resources for PMLD/SLD pupils using iPads'

1. List of apps used

Thumbjam Powerful instrument emulator.

Madpad Video sampler.

Garageband Songwriting app with virtual instruments, sequencer and easy to use sampler.

Loopseque Cyclical beat-maker with fantastic potential for exploring rhythm.

2. MLD/ASD 1 hour lesson plans

Session 1 – Soloing with Thumbjam

How to videos:
a) 'Basic Thumbjam set-up' video
b) 'Hello Everybody' backing track
c) (optional) 'Set-up vocal effects with a microphone'

Equipment*: One or more iPads. Appropriate amplification.*
Apps used: Thumbjam (TJ).
Prep: All iPads to C major pentatonic.

Pupil learning outcomes:
– Say their name through a microphone.
– Listen to different instruments on Thumbjam in order to identify and choose a preferred type of sound.
– Learn how to change instruments on Thumbjam
– Identify low and high sounds aurally and play them in response to visual direction.

Staff learning outcomes:
– How to change instrument on TJ
– How to change key on TJ
– How to change 'span' on TJ

Introduction/warm-up

- (Optional) Name game welcome with microphone. Pupils say their name through microphone with effects. (see video)
- Sing the hello song with backing track.

Main task –
- Demonstrate high and low pitch using the voice. Invite a pupil to conduct the pitch of your voice using their arm to indicate high/low. Emphasise the importance of contrasting of slow and quick movement. Also emphasise eye contact between conductor and player – the player does not need to look at the iPad whilst playing.
- Introduce TJ in same way. Everyone has a go.
- Show how to change instrument and span.
- Move into SMALL GROUPS (pairs are ideal).
- Each participant listens to various instruments and chooses their favourite.
- Come back into a LARGE GROUP. Ask some of the small groups to demonstrate their work.
- Put on 'Hello song' backing track[2] and invite participants take turns to solo over the top, perhaps with one acting as conductor.
- Suggest dancing.

Extension
- Invite one pupil to act as 'conductor', bringing players in and out.
- What happens if two people play at the same time?

Session 2 – Sequencing with Loopseque

How to videos:
a) 'Video Lesson plan: Loopseque'

Apps used: Loopseque,

Student outcomes
- Understand the concept of, and count, bars.
- Create a groove that includes contrasting textures, and Theme &

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2   The book 'The Improvise Approach' has lots of additional grooves to improvise over in C Major Pentatonic.

Variation
– Create and record an arrangement.
– Play in a small group in front of an audience

Staff outcomes
– Learn the basics of Loopseque

Warm up
– Hello song. Pass around an iPad/microphone with effects –
  participants say their name, say hello or vocalise.
– Clap on the downbeat of a bar (**ONE –** two – three - four)

Main Activity
– Introduce Loopseque (see video). Each pupil adds a few notes to the
  groove. Invite pupils to move.
– Split into two SMALL GROUPS. Pupils create Loopseque set,
  including
  – Copying and pasting cells to create 'theme and variation'.
  – Choosing sound set
  – Choosing bpm
  – Extension – adding effects.
  – Name and save the Sound Set.
– Record a Loopseque performances
– Optional – Export the song to soundcloud.

Ending
– Create a performance space and perform to each other. Project
  each iPad onto a large screen if you can (using VGA connector or
  Apple TV).

Session 3 & 4 - Live performance with Thumbjam, Loopseque and voice

These sessions combine the apps from the first two sessions with spoken
or sung lyrics – a great cross-curricular opportunity! This sessions can
easily be spread over more than two lessons, with mini-performances at

the end of each lesson followed by refinements and improvements. It can also include elements of developing performance technique – body language, eye contact, communication etc.

How to video: *'Video lesson plan: Loopseque, Thumbjam and vocals' video.*

Apps used: Loopseque, Thumbjam,

Equipment: Two iPads per group – one with TJ, one with Loopseque.

Prep   Open the Loopseque sets from last week. Check the sample sets and match the key of each set with a scale on thumbjam (see video). Optional: Run a creative writing session to generate lyrics for the 'rap' element of the piece.

Student outcomes
- – Perform a solo over a groove.
- – Move between cells on Loopseque
- – Optional: Add lyrics to a song.
- – Play in a small group in front of an audience

Staff outcomes
- – Match Loopseque scale to thumbjam.
- – Recap Thumbjam learning – changing instruments.

Warm up
- – Play the Loopseque sets back from last week. Remind pupils of the need to develop the texture gradually.
- – Demonstrate improvising over the groove using loopseque (see video) – emphasising the principles of low and high, and slow and fast.
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Main Activity
- – Split into SMALL GROUPS. Pupils develop their Loopseque arrangement and take turns improvising over the top with Thumbjam.
- – Optional: Add spoken or sung lyrics in between solos. Choose an order of soloists and create a complete arrangement.

Ending
  – Create a performance space and perform to each other. Invite feedback.

Session 5 - Arranging Loops with Garageband

How to video: 'Hello Garageband' Lesson 1 – Arranging Loops (this video was created for mainstream students, but outlines all the app processes needed. Follow guide below for session tailored to SEN/D).

Apps used: Garageband

Equipment: Ideally one ipad between two, but can also be done as a whole class.

Student outcomes
  – Listen to and express opinions about several samples.
  – Identify low and high pitched sounds.
  – Create an arrangement of four loops.

Staff outcomes
  – Understand and use the basic concepts of Live Loops.

Warm up
  – Open one of the Live Loop sets and explore individual and combinations of loops. Pupils indicate how much they like each loop/set of loops by raising or lowering their arms. Can pupils use words to describe the loops?

Main Activity
  – Demonstrate creating a new loop set and adding loops to it (as per the video).
  – Pupils split into SMALL GROUPS, each with a 'New' live loops set.
  – Each group adds between 3-6 loops that sound good together.
  – Groups explore different combinations of loops in order to create contrasting textures.

- Pupils create an arrangement with a beginning, middle and end.
- Pupils record the arrangement.

Ending
- Pupils share their work and feedback.

Extension: Lyrics can also be added to this piece, in a similar way to sessions 3 and 4.

Session 6- Sampling with Madpad

How-to video: 'Video Lesson Plan: Sampling with Madpad'

Apps used: Madpad

Equipment: One iPad per group, or can be completed as a whole class. A connector between iPad and large screen/projector also very useful.

Student outcomes
- Create and record 'found sounds' and body percussion.
- Create an arrangement with a beginning, middle and end.
- Vocalise

Staff outcomes
- Consider how Madpad can be used in other subjects, especially in developing speech and language.

Warm up
- In pairs, pupils create a sound with either their voice or body (e.g. a clap or 'bzzz')
- Listen to each person's sound.
- Imagining each sound as an instrument in an orchestra, create a simple arrangement.

Main Activity (see video)
- Open an existing Madpad set and demonstrate the various sounds, as well as how to slow down samples.

- IMPORTANT: Each sound should be a single hit, rather than a rhythm. Be as visual as possible!
- Create a new sample set and demonstrate sampling sounds. If you are using the 'sample grid', this is the moment to explain it.
- In SMALL GROUPS, pupils create 12 samples, using the grid if desired.
- Demonstrate how to record a loop and an entire performance.

Ending
- Pupils share their work and feedback.

2. Set up the iPad

a) Turn off 'Multitasking Gestures'

Multitasking gestures allow users to do things like 'swipe with four fingers to switch between apps' and 'pinch the screen to return to the home menu'. SEN users often trigger them by accident, interrupting the music, and it is usually best to switch them off.

1. Open the 'settings' app.
2. Press 'General', then 'Multitasking'
3. Swipe the 'gestures' setting too off (from green to white)

b) Turn on 'Guided Access'

Guided access allows the iPad to be fixed in a single app, and can de-activate any part of the screen. It works on all apps. This has two main uses: Firstly, it enables pupils with limited fine motor control to only trigger the parts of the screen that are appropriate. Secondly, it prevents pupils leaving the app to play on games, surf the internet etc.

To turn on Guided access (you only need to do this once),
1. Open the Settings app

2. Press 'General> Accessibility > Guided Access.
3. Switch on Guided Access, tap Passcode Settings then 'set your four-digit passcode.'
4. Choose a password. We use '0000'

To use Guided Access:
1. Open the app you want to use (e.g. Thumbjam)
2. Triple-click the 'home' button (the physical button on the front of the iPad). This will open up the guided access menu
3. Draw around the areas you want to disable - they will turn grey - then press 'start'.
4. When you want to exit Guided Access mode, triple-click the home button again and enter your passcode.

Tip: If you forget your passcode, do a 'hard reset' by pressing the power button and the home button at the same time for 5 seconds. This switches the iPad off, allowing you to restart it with Guided Access turned off.

c) Lock Rotation

The 'lock rotation' feature stops the ipad from changing orientation (i.e. from portait to landscape) when moved. It is useful when the iPad is on a flat surface or moving around a lot, but not often not needed.

To start 'Lock Rotation'
1. Swipe up from the bottom of the screen (can be fiddly!) to open the 'control centre'
2. Tap the 'lock rotation' icon- a picture of a padlock with a circular arrow around it.

Tip: You can also use the switch on the side of the iPad (above the volume control) to toggle lock rotation, though you may have to turn this feature on in the 'Settings' app: General > Lock Rotation

d) Change the Passcode settings
The passcode is the code you have to enter on some iPads every time you 'wake it up'. This can waste time. You can change the settings so that the passcode is only required every hour, meaning you only have to enter it

once at the beginning of the session.

To change the passcode settings:
1. Go to the 'Settings' app'
2. Choose 'Passcode' > 'Require Passcode'
3. Choose 'After 1 hour'.

You could also consider changing the time the iPad is idle before it auto-locks. We use 15 minutes. Go to: 'Display & Brightness' > Auto-lock

Appendix

Loopseque Soundset Keys

This list of keys are useful when using the apps collaboratively with other apps or acoustic instruments.

Loopseque

Kids - C maj penta
Alien Party - A maj/min blues / Mixolydian
Dancing Chords - F# Harmonic Minor, Minor Blues / Dorian

Lazy Keys - G minor blues
Moon Safari - Eb major pentatonic
Neon Dreams - C harmonic minor
Pink Candy (slow) - Eb
Rain Drops - A min penta
Secret Place - F# maj penta
Simple Story - C min blues
Speed limit - C min blues
Spy Glasses - C min blues
Square Dots - D maj penta
Tribal Canvas - C maj penta
Underwater Train - D min blues
Urban Rock - C min blues
Zip Trip - D min blues

	Madpad Sample Grid		
"Hello"	"We're in the..."	?	?
Low sound	High sound	Long sound	?
QUESTION	ANSWER 1	ANSWER 2	"Goodbye!"